DOCUMENT RESUME

ED 199 852 EA 013 353

TITLE	Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 5: Security. Participant Guide and Reference Notebook.
INSTITUTION	Center for Human Services, Washington, D.C.; National School Resource Network, Washington, D.C.
SPONS AGENCY	Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE	Jan 80
GRANT	OJJDP-79JS-AY-0019
NOTE	75p.; Some pages may be marginally legible. For related documents, see EA 013 348-355.
AVAILABLE FROM	National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Core Curriculum; Elementary Secondary Education; Emergency Programs; Information Sources; *Learning Modules; Police School Relationship; *Prevention; School Safety; *School Security; *School Vandalism; Security Personnel; *Violence; Worksheets; Workshops

ABSTRACT

This guide, intended for participants in the fifth course of the National School Resource Network Core Curriculum, contains an activity/content summary for each module of the course, worksheets, and background materials. Designed to address the full range of preventive measures utilized to improve the security of the school both during and after school hours, this course provides participants with a variety of alternative approaches to school security. Specifically, the course looks at an overview of security problems, use of nonsecurity staff and community members to prevent problems, physical plant security, and design and upgrading of security programs. (Author/MLF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED199852

National School
Resource Network

Core Curriculum In Preventing and Reducing School Violence and Vandalism

Course 5
Security

Participant Guide and Reference Notebook

January 1980

Prepared by
Center for Human Services
Washington, D.C.

EA 013 353

For further information, additional materials, or assistance in the use of these materials contact:

National School Resource Network
Center for Human Services
5530 Wisconsin Avenue, N.W.
Suite 1600
Washington, D. C. 20015

Telephone: (800) 638-8090

Prepared under Grant No. 79JS-AX-0019 from the Office of Juvenile Justice and Delinquency Prevention, Law Enforcement Assistance Administration, U.S. Department of Justice.

Points of view or opinions in this document are those of the authors and do not necessarily represent the official position or policies of the U.S. Department of Justice.

Table of Contents

Course 5

SECURITY

	Page
About the NSRN Core Curriculum	i
About the Course	1
Module 5.1: Introduction	
Course Agenda by Module	3
About the Module	5
Module 5.2: Preventive Approaches--Human Solutions	
Course Agenda by Module	7
About the Module	9
Worksheet 5.2.1: "10 Questions for Principals"	11
Background:	
Resource R.5.2.1: New York City's Guidelines for School Safety Plans	13
R.5.2.2: Pittsburgh Student Security Aide Program	21
Bibliography: Preventive Approaches	25
Module 5.3: Physical Plant Security	
Course Agenda by Module	27
About the Module	31
Background 5.3.1: Physical Plant Security Survey Form	33
5.3.2: Key Control Checklist	43
Resource R.5.3.2: Lock and Key Control	45
Module 5.4: Designing and Upgrading School Security Programs	
Course Agenda by Module	53
About the Module	57
Background 5.4.1: Memorandum of Understanding Regarding School-Police Relations	59
5.4.2: "The Contingency Plan"	61
Resource R.5.4.2: Incident Reporting Systems	69
Module 5.5: Alternate Strategies for Smaller School Districts	
Course Agenda by Module	85
About the Module	87
Audiovisual Reference Materials	89
Acknowledgements	91

ABOUT THE CORE CURRICULUM ON PREVENTING/REDUCING SCHOOL VIOLENCE AND VANDALISM

THE NATIONAL SCHOOL RESOURCE NETWORK APPROACH

The National School Resource Network (NSRN) was established under a grant from the Law Enforcement Assistance Administration, Office of Juvenile Justice and Delinquency Prevention, as a resource to schools troubled by crime, violence, vandalism and disruption. The network provides nationwide training events, technical assistance, and information dissemination to assist schools in preventing and reducing these problems. The focus of all Network activities is on the collection, sharing, and dissemination of resources--most particularly the ideas and strategies that schools and communities have tried.

A National Center, managed by the Center for Human Services and based in Washington, D.C., and Regional Centers in Boston, Massachusetts; Atlanta, Georgia; Chicago, Illinois; and San Rafael, California, will carry out the mandates for the Network. Also participating in the Network are 34 national organizations which form an active consortium to enhance service and delivery efforts.

THE CORE CURRICULUM

The Core Curriculum includes seven courses designed for delivery either in a comprehensive 5-day workshop incorporating all the courses or in separate special presentations. The seven courses are as follows:

Course 1: Putting It All Together and Taking It Home

This course provides an overview of a planning and evaluation process that participants can apply in implementing ideas and strategies in their own schools and communities. The course also allows participants the opportunity to reflect on workshop content and select from among the ideas and strategies presented those which best meet their schools' needs.

Course 2: Discipline

This course covers a range of issues and practices surrounding the development and implementation of an effective school discipline program. The focus will be on clarifying reasons for discipline, building conceptual frameworks for understanding behavior problems, describing policy considerations, and providing specific examples of programs and strategies.

Course 3: School Climate

The purpose of the course is to introduce a conceptual overview and definition of "school climate" with the goal of effecting positive change. The focus is on ways of improving school climate without administrative or community action. The course first defines school climate, and then discusses ways to assess and improve it. These include formal and informal assessment, improvement of interpersonal relations, stress reduction and management, student involvement in change, and law-related education as a relevant curriculum approach.

Course 4: Interpersonal Relations

The goal of the course is to introduce approaches and resources to identify, manage, reduce, resolve and prevent crisis and conflict in schools. There is an underlying assumption that hostile incidents and disruptive behavior are expressions of deep hurt, frustration, confusion, anger and misunderstanding. Specific attention will be given to crisis and conflict intervention and management, gang problems, problems of victims, and intercultural relations.

Course 5: Security

This course is designed to address a full range of preventive measures used to improve the security of the school both during and after school hours. It will provide a variety of alternative approaches to school security which will enhance schools' ability to improve the safety and security of the people and property. Special attention will be given to an overview of security problems, use of non-security staff to prevent problems, physical plant security, and design and upgrading of security programs.

Course 6: Environment

The course on environment provides guidance to school staff on ways to change school environments and make them safer. A full range of physical design strategies that can be implemented in schools is presented. Many of the strategies can be applied by school personnel and students. An assessment checklist will allow school personnel to identify environmental problems.

Course 7: The Community as a Problem Solving Resource

Community involvement in the school can help the schools greatly in solving problems of violence and vandalism. In this course a rationale for community involvement is presented, along with specific approaches for increasing school-community linkage. Use of parents and volunteers, the criminal justice community, and community agencies, businesses, and organizations are stressed. Interagency cooperation is also discussed.

About the Course

Course 5 - Security

Background and Rationale

Conservative estimates of the costs in property damage to our nation's schools range from $300 to $600 million per year. "People" problems, however, may be even more serious. The NEA reports 11,000 teachers attacked each month. Assaults on and robberies of students are a matter of ever-growing concern. Although there may be differences of opinion regarding estimated costs, there is no argument that school violence and vandalism exact an incredible toll, not only in property damage but also in terms of the inestimable psychological and physical damage done to the human members of the school community.

There are those who feel that the school is not a proper setting for the placement of burglary alarm systems, security guards, and/or police. We don't think anyone would disagree with that sentiment in principle. However, if an orderly educational process is to be maintained, preventive measures must be instituted. Some of the more successful preventive approaches often involve the installation of sophisticated alarm systems, the deployment of security personnel, and the utilization of educational personnel in ways not previously considered part of their role. Support staff, community residents, parents, and students are also being enlisted in a variety of efforts to assist in the reduction of school violence and vandalism.

Purpose

This course is designed to address the full range of preventive measures utilized to improve the security of the school both during and after school hours. It will provide participants with a variety of alternative approaches to school security that will enhance their ability to improve the safety and security of the people and property in their schools and school systems. Specifically, the course will look at an overview of security problems (Module 5.1), use of nonsecurity staff and community members to prevent problems (Module 5.2), physical plant security (Module 5.3), and design and upgrading of security programs (Module 5.4). A seminar session (Module 5.5) will look at security needs for specific audiences.

Course 5 - Security

Module 5.1 - Introduction

Total Time 15 minutes

Course Agenda by Module

Module Summary

This short introductory module presents the goals and objectives of the course and provides participants with an overview of the contents of each module contained in the course.

Activity/Content Summary	Time
1. Course Goals and Objectives	10 min.
A. Goal Security has two goals--protection of property and protection of people. Through analysis of problems, participants determine their major concerns.	
B. Objectives Course objectives will be targeted, based on participant concerns.	
2. Approaches to Improving School Security	5 min.
How the school security program can be an umbrella under which other approaches are incorporated is discussed.	

About the Module

Course 5 - Security

Module 5.1 - Introduction

Objectives

Participants will be able to--

1. Formulate two aspects of security problems--security of persons and security of property

2. Describe the interdependence and complementary nature of various security approaches used to address the problem of school violence and vandalism.

Description of Materials

Transparencies

5.1.1 - 5.1.2 Transparencies illustrate the interdependence and complementarity of approaches to improving school security.

Course 5 - Security

Module 5.2 - Preventive Approaches - Human Solutions

Total Time 2 hours

Course Agenda by Module

Module Summary

A variety of examples are presented which show how administrators, teachers, students, support staff, parents, and community residents can function to enhance the security of the school environment.

Activity/Content Summary	Time
1. Introduction The module is designed to examine the roles of nonsecurity staff and the community in school security. Examples showing how various groups have been used in school security will be presented, followed by a discussion to generate additional strategies for involving the groups.	3 min.
2. Role of Administrators A. Importance of the Principal in School Security Programs The principal's responsibility in school safety and security is presented. B. "10 Questions for Principals" C. Examples of Principal's Responsibility The "Guidelines for School Safety Plans" used by principals in New York City Public Schools is reviewed.	10 min.
3. Role of Teachers A. Consideration in Using Teachers in School Security Programs The role teachers can play in improving school security is presented. B. Examples Approaches to teacher involvement include crisis intervention, teacher patrols, and buddy systems.	10 min.

Activity/Content Summary	Time
4. Role of Support Staff	10 min.
A. Need for Staff Surveillance, Monitoring, and Advice in School Security Programs The need to involve all support staff in building security is discussed. The role of custodial staff is emphasized.	
B. Examples Examples of programs involving custodians include Eyes On the School and Live-In Custodians.	
5. Role of Students	20 min.
A. Considerations in Using Students in School Security Programs The advantages and limitations of using students in school security are stressed.	
B. Examples Five different programs involving students in school security are presented.	
6. Role of Parents and Community Residents	15 min.
A. Considerations in Using Parents and Community Volunteers in School Security Programs Advantages and problems of using volunteers are highlighted.	
B. Examples Several examples of community resident participation in school security are presented, including vandalism hotlines, school watch programs, trailer watch programs, and "Helping Hand" type programs.	
7. Discussion Participants generate additional ideas for involving one of the five groups discussed.	25 min.
8. Concluding Remarks Trainer will remind participants of resource materials available at NSRN.	5 min.

About the Module

Course 5 - Security

Module 5.2 - Preventive Approaches - Human Solutions

Objectives

Participants will be able to--

1. List several ways of involving students, parents, teachers, nonteaching staff, and community residents in school security
2. Describe advantages and disadvantages of involving each group in school security
3. Explain ways that principals and building administrative staff carry the responsibility of leadership in the area of school security.

Description of Materials

Transparencies

5.2.1 - 5.2.7 Transparencies provide examples of programs involving teachers, students, support staff, and parent/community residents.

Participant Worksheet

5.2.1 "10 Questions for Principals"

Background Materials

R.5.2.1 New York City's Guidelines for School Safety Plans. NSRN Technical Assistance Bulletin.

R.5.2.2 Pittsburgh Student Security Aide Program. NSRN Technical Assistance Bulletin.

Resources

R.5.2.1 New York City's Guidelines for School Safety Plans. NSRN Technical Assistance Bulletin.

R.5.2.2 Pittsburgh Student Security Aide Program. NSRN Technical Assistance Bulletin.

Bibliography

Preventive Approaches

Course 5 Security

Module 5.2 Preventive Approaches - Human Solutions

Worksheet I-D 5.2.1

Participant Worksheet

10 QUESTIONS FOR PRINCIPALS
Bellevue, Washington

In addition to their leadership role in the education of students, principals also carry the burden of leadership in the area of school security. Responsibility for the development, implementation, and adherence to policies and procedures in school security, at the local school level, clearly rests with the chief building administrator, the principal.

In Bellevue, Washington, principals are given the following list of 10 questions to assist them in making provision for necessary safety and security measures.

AS EACH OF THE FOLLOWING QUESTIONS IS DISCUSSED, PLACE A CHECK AFTER THOSE THAT ARE INCLUDED IN YOUR SCHOOL SECURITY PROGRAM.

1. Are teachers and other key personnel aware of procedures and responsibilities for dealing with a seriously ill or injured child?

2. Are pupils, teachers and staff aware of necessary procedures and their responsibilities in case of an earthquake, fire or flood?

3. Are principals, delegates and key staff members aware of necessary procedures and their responsibilities in case of bomb threats?

4. Has an organization been established in the building to provide for routine supervision of halls, lavoratories and grounds?

5. Have procedures been developed to handle unauthorized visitors?

6. Have emergency procedures been developed for major incidents or disorders?

7. Is the chain of command clearly defined and understood by teachers and staff?

8. Have appropriate provisions for supervision and security been planned for each after-hours activity?

9. Do administrators and teachers understand procedures for handling problem students?

10. Are counselors and other key personnel familiar with the district's emergency guidelines?

Reprinted from a publication of the National School Public Relations Association, "Violence and Vandalism: Current Trends in School Policies and Programs," 1975

Course 5 Security

Module 5.2 Preventive Approaches - Human Solutions

Worksheet I-D 5.2.1

Participant Worksheet

10 QUESTIONS FOR PRINCIPALS
Bellevue, Washington

In addition to their leadership role in the education of students, principals also carry the burden of leadership in the area of school security. Responsibility for the development, implementation, and adherence to policies and procedures in school security, at the local school level, clearly rests with the chief building administrator, the principal.

In Bellevue, Washington, principals are given the following list of 10 questions to assist them in making provision for necessary safety and security measures.

AS EACH OF THE FOLLOWING QUESTIONS IS DISCUSSED, PLACE A CHECK AFTER THOSE THAT ARE INCLUDED IN YOUR SCHOOL SECURITY PROGRAM.

1. Are teachers and other key personnel aware of procedures and responsibilities for dealing with a seriously ill or injured child?

2. Are pupils, teachers and staff aware of necessary procedures and their responsibilities in case of an earthquake, fire or flood?

3. Are principals, delegates and key staff members aware of necessary procedures and their responsibilities in case of bomb threats?

4. Has an organization been established in the building to provide for routine supervision of halls, lavoratories and grounds?

5. Have procedures been developed to handle unauthorized visitors?

6. Have emergency procedures been developed for major incidents or disorders?

7. Is the chain of command clearly defined and understood by teachers and staff?

8. Have appropriate provisions for supervision and security been planned for each after-hours activity?

9. Do administrators and teachers understand procedures for handling problem students?

10. Are counselors and other key personnel familiar with the district's emergency guidelines?

Reprinted from a publication of the National School Public Relations Association, "Violence and Vandalism: Current Trends in School Policies and Programs," 1975

National School Resource Network

National Center • 3530 Wisconsin Avenue, N.W., Washington, DC • (301) 654-2550 • Toll Free (800) 638-8090
Eastern Regional Center • 53 Bay State Road, Boston, MA 02215 • (617) 353-4554
Southern Regional Center • 58 6th Street, N.E., Atlanta, GA 30308 • (404) 872-0296
Midwestern Regional Center • 6 North Michigan Avenue, Suite 1706, Chicago, IL 60602 • (312) 782-5787
Western Regional Center • 18 Professional Center Parkway, San Rafael, CA 94903 • (415) 472-1227

13

R.5.2.1

Technical Assistance Bulletin

New York City Guidelines

Summary

This bulletin provides an example of guidelines which all principals in the New York City schools follow in developing building-level security programs. These guidelines standardize the approach to safety planning and cover everything from just what items are to be on the cover page to where each school's floor plans are located. The format is detailed enough to be comprehensive, yet flexible enough to accommodate the different needs of elementary and secondary schools. These guidelines constitute a useful model for building-level security planning.

The Problem

Literature on school security consistently points out that principals and their administrative staffs must assume the major responsibility for building security at the local school level and that principals must ensure that all segments of the school are secure on an every day basis as well as in crisis situations. However, in many school systems school administrators who are not part of the security department or division are often unclear about their roles in school safety and security.

The Solution

Recognizing the pivotal role principals play in maintaining a safe environment in their individual school buildings, the New York City public schools developed a set of guidelines to be used by all principals in the development of school safety plans. Although results of the implementation of this type of standardized planning are not readily estimated, New York City has a lower incidence, per capita, of school violence and vandalism than many large urban school systems. This may be attributable, in part, to the fact that the structure of their safety plan is so comprehensive. The guidelines are reprinted below:

Guidelines for School Safety Plan (New York City Schools)

In preparing your plan, it is important to remember that total security, although universally sought, is elusive and almost impossible to achieve even with the fullest resources. Since under present circumstances our security means are minimal at best, a comprehensive plan must combine dextrous management, imaginative improvisation, constant supervision, and the full use of all resources within the school community. For example, even though it is not possible to cover every security risk area with security personnel, priorities can be established and consideration given to the assignment of some tasks to other school employees, parent volunteers, or student monitors.

Prepared under Grant #79JS-AX-0019 from the Office of Juvenile Justice and Delinquency Prevention, Law Enforcement Assistance Administration, U.S. Department of Justice. Points of view or opinions in this document are those of the NSRN and do not necessarily represent the official position or policies of the U.S. Department of Justice.

The following format, which has been done in outline form, suggests most of the basic ingredients that should be considered in the development of a pragmatic plan for the safety of your school. These guidelines focus on principles and denominators generally common to a school complex rather than on specific safety problems facing any individual school. Therefore, in many instances principals will find that these guidelines are more far-reaching than their needs require. You will also find that if these guidelines are followed, your plan will be so comprehensive that there will be little, if any, need to make substantive changes for the required yearly updating of safety plans. In any event, it is hoped that all principals will use this outline so that there will be a board-wide standardized approach for safety planning.

I. Introduction
- A. Cover Page
  1. Subject title "Safety Plan" and date prepared
  2. Name or number of school, address (including borough and zip code), telephone number
  3. Number of students enrolled, grade level (K-6, 9-12, etc.)
  4. Name, home address, and telephone number of principal
  5. Name, home address, and telephone number of custodian and his/her nearest-to-school assistant.

- B. First Page
  1. A fairly detailed "Table of Contents"
  2. For easy reference and uniformity, the subject matter should follow some standard system of organization, i.e., alpha-numeric, Dewey, etc., and, where desirable, be supported by appendices.

- C. Second Page
  1. Statement of the objectives of the principal and the plan
  2. The rationale, authority, and responsibility
  3. Acknowledgements for those helping in the development and implementation of the plan.

II. Outline of Organizational Structure and Duties
- A. Organization Structure
  1. Organization chart
  2. Outline of chain of command and authority
  3. Outline of order of succession.

- B. General Duties and Responsibilities
  1. Principal
  2. Assistant principals
  3. Deans
  4. Department heads
  5. Teachers and paraprofessionals
  6. Administrative and secretarial staff
  7. Security staff
  8. Custodial staff
  9. Parents, volunteers, student monitors.

NOTE: In all cases duties should be assigned by title rather than by named individuals. This will preclude confusion, or dating of the plan, occasioned by personnel shifts, transfers, absences, etc. In addition, note should be made of who should assume responsibility in the event that the designated person is not available.

III. Regular Security Procedures
- A. Visitors
  1. Official sign-in/sign-out book
  2. Escort visitors, or call ahead to notify appropriate party
  3. Visitor passes (color coded to indicate floor)
  4. End-of-visit notification to front desk
  5. Sign-out verification.

B. Students
   1. ID cards (photo preferable), distribution, serial numbers, repossession, replacements
   2. Program cards
   3. Hall passes
   4. Late arrivals
   5. Cutters
   6. Policy for carrying or wearing outer clothing in school.

C. Staff
   1. ID cards (photo preferable), distribution, serial numbers, repossession, replacements
   2. Policy for carrying or wearing outer clothing in school.

D. Signal System
   1. Code signal system to be used for transmitting information to staff members without alerting students, intruders, etc.
   2. Procedures for regular announcements for students and staff.

E. Intruder Alert
   1. Notification to principal or office
   2. Notification to staff by signal system
   3. Assignment of specific staff members to search specific areas
   4. Report-back and end-alert procedures.

F. Establishment of Security Posts
   1. Fixed posts
      a. Location, vulnerability, relative need, effectiveness
      b. Times covered, current needs, past experience, anticipated problems
      c. Personnel coverage, special qualifications, number required
      d. Communication capability: radios, intercoms, phones
      e. Written instructions, duties.
   2. Patrol posts (in addition to above)
      a. Area defined
      b. Irregular route patterns
   3. Special hall sweeps
      a. When conducted
      b. Staff persons participating
      c. Starting point (top floor and sweep down)
      d. Stairwell controls
      e. Holding areas
      f. Procedures for handling persons picked up.

   4. Staff considerations
      a. Indoctrination
      b. On-the-job training
      c. Rotation of assignments
      d. Supervision.

G. Key Control
   1. Designation of secure key storage area
   2. Accountability for keys
   3. Master keys strongly controlled (limited distribution)
   4. Reporting procedures for lost or stolen keys
   5. Procedures for changing cylinders to vital areas when necessary

IV. <u>Emergency Procedures</u>
A. Fire
   1. Internal provisions for reporting fire, notify principal, key personnel, etc.
   2. Alarm transmittal to fire department and police department

3. Standard evacuation procedures
   a. Designation of specific responsiblities (teachers, custodians, other staff, students)
   b. Code signal transmitted
   c. Preparation to leave (wraps, no wraps)
   d. Group egress configuration (designated leaders)
   e. Door and window control
   f. Hall and stairway routes (primary, secondary)
   g. Exit doors (primary, secondary)
   h. Rules of conduct
   i. Aid for handicapped or injured
   j. Internal and external formation areas
   k. Check for missing
   l. Special search teams
4. Safeguarding of records and easily portable valuables
5. Review and critique
6. Reports and notifications
7. Fire drills

B. Bomb Scare
1. Prior instruction for those likely to receive such calls as to time received, exact words used, distinctive or identifiable characteristics of caller, attempt to determine exact location, attempt to delay caller for trace, etc.
2. Immediate notification to principal and/or key administrative personnel who--
   a. Notifies police department and office of school safety
   b. Evaluates, considers possibility of bomb being present
   c. Decides on evacuation
   d. Transmits coded signal to designated personnel
   e. Causes discreet search for suspicious package, box, etc.

NOTE: All persons designated to search will be instructed that they should <u>never</u> touch any item which appears suspicious. They are merely to note its location and report so that principal or designee may make a decision on evacuation.

3. Guide at entrances for responding police
4. Principal confers with police
   a. Evacuation decision
   b. Indepth search
   c. Need for bomb dogs or specialized bomb units
   d. Make available floor plans and safety plans.
5. If decision to evacuate, follow standard evacuation procedures listed in paragraph IV.A.3.
6. Review and critique
7. Reports and notifications

C. Demonstrations--Sit-Ins
1. Staff assignments specified
2. Coded signal to alert staff
3. Public announcement to students and staff
4. Notifications to police department, office of school safety, other appropriate units in board
5. Door and stairwell controls
6. Negotiation team
7. Decision to dismiss
8. Review and critique
9. Reports and notification

D. National Defense Alert or Civil Disturbance
1. Staff assignments specified
2. Coded signal to alert staff
3. Public announcement to students and staff

4. Shelter areas defined
5. Movement of students to shelter areas
6. Door and window control
7. Notifications to police department, office of school safety, other appropriate units in board
8. Need to keep phone lines open
9. Preprinted instructions for students and staff
10. Plans for defense of building
11. Equipment needed: battery operated radios, flashlights, first aid, etc.
12. Location of emergency food and water supplies

E. Special Considerations Involving Emergencies
   1. Staff instructions as to locations and use of fire extinguishers, fire hoses, and standpipe system connections
   2. Staff instructions as to recognition, chemical capability, and effectiveness of various types of extinguishers--especially in electrical or laboratory fires
   3. Guidelines for detouring from fire locations and tips on how to protect selves and students during actual fire or disaster
      a. Complete knowledge by staff of all stairwell, fire door, and exit door locations
      b. Feel closed doors before opening to determine heat build up
      c. Coats, dresses, or any material over head and face to protect against flames and smoke
      d. Wet-down clothes, if possible, to protect against flames
      e. Roll on floor to douse flames or smother with coat, rug, clothing, etc.
      f. Crawl on floor to escape dense smoke
      g. Chain escape--one behind the other holding on to belts, trousers, dress, etc.
      h. Buddy system--so someone is always responsible for someone else and no one gets left behind
      i. When visibility is impaired, crawl on floor and feel ahead with hands to prevent falls
      j. Psychological chain effect of hysteria or panic and how to deal with either
      k. Need for leader to exhibit calmness and confident manner

F. Other Emergency Considerations
   1. Health and first aid
   2. Drug and alcohol abuse
   3. Individual crimes
   4. Peaceful student, parent, or community protests
   5. Lock-out, lock-in
   6. Utility failure

V. Physical Plant
A. Structure: brief description of building complex and its facilities, include notation on where floor plans are located
B. Heating plant: type, location, vulnerability, fuel shutoff location
C. Fire alarm system: internal, external, delayed action, location of alarm boxes
D. Intrusion alarm system: ultrasonic, infrared, microwave, camera surveillance, central station 911 dialer, door contacts, sensors, location of panic button, etc.
E. Personal alarm system: type, number, receptors, transmitters, console location
F. Entrances and exits: location, locking devices, special precautions (bars, outside handles removed, etc.)
G. Utility systems: water, gas, electric, shutoffs, panels, switches, terminals, pipe system, and controls
H. Telephone system: outside lines, intercom, terminals, public phones, locations

I. Vault and key room(s): location, access control
J. Stairwell plan: one-way, two-way, special usage, directional signs, relationship with entrances or exits
K. Vulnerable areas: paint and flammable substances storage rooms, expensive equipment storage, computer rooms, rendezvous locations, places conducive to hiding or danger, etc.
L. Emergency shelter areas: location, provisions, capability, tools, etc.
M. Health and first aid facilities: location, resources available

VI. Repair Reporting System
A. Procedures to ensure regular inspection and/or testing of--
1. Fire alarm system
2. Intrusion alarm system
3. Personal alarm system
4. Telephone system
5. Locks, panic bars, and return springs on outside doors
6. Locks on all doors to vulnerable areas
7. Outside doors, windows, window screens, etc.
8. Fire hoses, standpipe system, etc.

B. Procedures for the report of defects on above

C. Procedures for repair of defective or inoperable items and followup process

VII. Liaison Needs
A. Police department
B. Fire department
C. Mayor's education task force
D. Local community planning board
E. Traffic department
F. Transit police
G. PTA
H. Unions
I. Student groups

(Source: New York City Schools, Guidelines for School Safety Plan, distributed to all New York City principals.)

References

Pupil Transportation Safety, Highway Safety No. 17, Program Manual, U.S. Department of Transportation, National Highway Traffic Safety Administration, U.S. Government Printing Office, Washington, D.C.
(This document is also available in the NSRN compendium.)

Attachment

Attachment A - Rules Governing Pupils Riding School Buses, Salem, Oregon Public Schools.

20

Attachment A

SALEM PUBLIC SCHOOLS

Transportation Department

RULES GOVERNING PUPILS RIDING SCHOOL BUSES

State of Oregon Rules per O.A.R. 581-53-010

1. Pupils being transported are under the authority of the bus driver.
2. Fighting, wrestling, or boisterous activity is prohibited on the bus.
3. Pupils shall use the emergency door only in the case of emergency.
4. Pupils shall be on time for the bus both morning and evening.
5. Pupils shall not bring animals, firearms, weapons, or other potentially hazardous material on the bus.
6. Pupils shall remain seated while the bus is in motion.
7. Pupils may be assigned seats by the bus driver.
8. When necessary to cross the road, pupils shall cross in front of the bus or as instructed by the bus driver.
9. Pupils shall not extend their hands, arms, or heads through bus windows.
10. Pupils shall have written permission to leave the bus other than at home or school.
11. Pupils shall converse in normal tones; loud or vulgar language is prohibited.
12. Pupils shall not open of close windows without permission of driver.
13. Pupils shall keep the bus clean and must refrain from damaging it.
14. Pupils shall be courteous to the driver, to fellow students, and passersby.
15. Pupils who refuse to obey promptly the directions of the driver or refuse to obey regulations may forfeit their privilege to ride on the buses.

Salem School District Rules per JCDAB-1, JCDAB-2

(1) Large items which cannot be safely transported while held in a pupil's lap or stowed in an empty seat or directly under a seat are prohibited.
(2) Pupils shall not interfere with any of the school bus operating controls except in an emergency or as instructed by the driver.
(3) Pupils shall not lower bus windows below the black line except in an emergency or as instructed by the driver.
(4) Pupils shall be at their regular bus stop at least three minutes prior to the published time schedule.
(5) Pupils shall not damage or attempt to damage public or private property at any time.
(6) Pupils shall accept rider registration cards, Notices of Misbehavior, or other forms issued by the District, and these must be completed and returned as indicated on the form.
(7) Due to the possibility of school bus mechanical failure or accident during inclement weather conditions, pupils shall wear clothing that is compatible with the current season of the year. Periodically, pupils shall participate in school bus evacuation drills, and pupils will be instructed as to the type of clothing that should be worn the day of the drill.
(8) Pupils waiting in a bus stop area are under the jurisdiction of the School District; therefore, all the preceding Rules Governing Pupils Riding School Buses apply at the bus stop as well as on the bus.

CRITERIA FOR SUSPENSION OF TRANSPORTATION PRIVILEGES

Generally, three Misconduct Notices within 24 months will lead to a suspension of transportation privileges.

Incidents of physical assault, verbal abuse, interference with bus operating controls, and vandalism may result in immediate suspension of transportation privilege regardless of prior record of misconduct.

FOR ADDITIONAL INFORMATION REGARDING YOUR CHILD'S TRANSPORTATION CONTACT:

Salem Public Schools
Transportation Department
998 Hawthorne Avenue, N.E.
Salem, Oregon 97301
Telephone: 399-3106

Source: Salem Public Schools Transportation Department

18

R.5.2.2

National School Resource Network

National Center • 5530 Wisconsin Avenue, N.W., Washington DC • (301) 654-2550 • Toll Free (800) 638-8090
Eastern Regional Center • 53 Bay State Road, Boston MA 02215 • (617) 353-4554
Southern Regional Center • 58 6th Street, N.E. Atlanta, GA 30308 • (404) 872-0296
Midwestern Regional Center • 6 North Michigan Avenue, Suite 1706, Chicago, IL 60602 • (312) 782-5787
Western Regional Center • 18 Professional Center Parkway, San Rafael, CA 94903 • (415) 472-1227

Technical Assistance Bulletin

The Pittsburgh Student Security Aide Program

Summary

In this program, students who are disruptive as well as other, more well-behaved students are enlisted as security aides and work under staff security officers. Student security positions are awarded to student leaders--those officially recognized by the school community and other unofficial leaders of school groups. Pittsburgh's program has applicability to any junior or senior high school wishing to increase security and at the same time promote active student cooperation in security measures.

The Problem

Maintaining a safe environment--one that is conducive to learning--is a problem for many schools across the country. In schools where the administration, faculty, and security personnel are the maintainers of discipline and instigators of punishment, the school environment is tense, and discipline is a constant problem: the environment is a battle zone. If students are not part of the team that maintains discipline, establishes rules, and works to create an environment that is safe and comfortable, there is always a split--a "we-them" feeling--a student-adult fight for power. Maintaining discipline becomes an enormous problem.

The Solution

Schools usually have a core of natural student leaders--those recognized officially in the school such as student council members, and "unofficial" leaders, often disruptive youth who are recognized and respected by their peers. If these "natural leaders" can be made a part of the security team which works to prevent disruption and maintain a safe and orderly environment in the school, the security program can be strengthened. If students feel they have a positive role to play in their school as responsible citizens and are in the position to encourage other students to view the school similarly, a safer environment can be established.

The Pittsburgh Board of Education has instituted a Student Security Aide program to actively involve students in the security program. Influential students are engaged as aides to work with security personnel and act as monitors of potentially troublesome areas and situations outside classrooms. As they work together on the problem of school security, the students and the security officers gain mutual insights and understanding.

Who Is Responsible for the Program?

Overall coordination of the student security aide program is the responsibility of the Chief of Security in the Pittsburgh public school system. The principals of each school in the program are responsible for the student aides, teacher advisors, and staff security officers in their own schools. The Chief of Security reports to the Deputy Superintendent of the Pittsburgh schools. All principals are kept continually informed of the program's overall progress and actively participate in the training sessions that take place in each school.

Prepared under Grant #79JS-AX-0019 from the Office of Juvenile Justice and Delinquency Prevention, Law Enforcement Assistance Administration, U.S. Department of Justice. Points of view or opinions in this document are those of the NSRN and do not necessarily represent the official position or policies of the U.S. Department of Justice.

Parents are also involved because community outreach is an important part of the student security aide program. Parent representatives are invited to work with the school administration, teachers, and students during workshops and training sessions and through daily contacts.

How Is a Student Security Aide Program Started?

A student security aide program is initiated by the school principal. His or her first step is to secure acceptance of the idea that security aides can be recruited from the population of students and that students can play an active and effective role in maintaining a secure environment. The principal's second step is to select a staff security officer to be stationed at the school and a teacher to act as an advisor to the student aides. The staff security officer will be knowledgeable about security measures and programs for schools. The teacher advisor will be responsible not only for keeping careful records on the grades student security aides maintain, their classroom attendance, and the honors or outstanding performances they achieve in extracurricular activities, but also for evaluating the records, monitoring student security aide activities, and coordinating training sessions. The third step is to select the aides themselves.

How Are the Aides Chosen?

Student aides are selected from candidates suggested by teachers, student volunteers, and the principal. Natural student leaders are nominated--those "officially" titled such as the captain of the football team or the student body president, and also "unofficial" leaders who are respected by their peers. Students with a negative, but powerful influence on the school are primary targets, but well-behaved role models are also chosen. The initially selected aides suggest other influential classmates as further candidates.

What Do the Student Aides Do?

Although the activities of student aides vary from school to school, their general assignments include monitoring halls, lavatories, and special events such as ball games and extracurricular activities. The assignments are seen as supplemental to, not as a substitute for, those of the adult security personnel in the school. It is understood that the aides perform their duties at times when their classes are not in session.

In addition to their assigned duties, student security aides are expected to provide positive role models for classmates. They are charged to--

- Obey the rules and the regulations of the school to the best of their ability
- Wear their special security aide shirts or jackets when on duty
- Work to prevent trouble
- Refrain from spreading rumors.

Specific instructions are given to student security aides when attempting to mediate or "handle" a disruptive occurrence. Directives in the "Student Security Aide Manual" include--

- A key to the successful resolving of this type of situation is to know your limitations
- Avoid "pushing a student into a corner"
- The Student Security Aide must realize that he or she is not responsible for school discipline
- A Student Security Aide has to decide what course he or she should take
- If the aide knows the offending student, perhaps a friendly word of caution might do
- If the situation is clearly beyond the power of the Student Security Aide to deal with, the best thing to do is nothing except reporting the incident to School Security Authorities.

Clear grounds for dismissal from the force are cited in the manual. They include--

- Being caught under the influence of whiskey or drugs
- Failing to "come over" as being fair in talking to or "dealing" with other students, regardless of race, sex, or personal differences

- Accepting security assignments in an attempt to miss class.

How Are Student Security Aides Trained?

Three kinds of ongoing training are offered. The first kind takes place in the individual schools. The teacher/advisor to the security aides, together with the principal, staff security officer, and others, conduct monthly training sessions.

During these sessions, students discuss--

- Existing school problems
- Alternatives for behavior modification
- Successful handling of problems particular to their school.

The second form of training takes place at monthly Saturday workshops held in the City of Pittsburgh's school administration building. The Chief of Security conducts courses for all participants from all the participating schools on topics which include case law, search and seizure, prevention of vandalism, adolescent psychology, and human relations.

A number of agencies and groups provide trainers or resource materials for the workshops--

- Legal department of the Pittsburgh Board of Education
- Allegheny County Coroner's Office
- University of Pittsburgh Graduate School of Social Work
- Pittsburgh Council on Public Education
- Personnel from local law enforcement agencies
- Faculty from the Law Related Education Training Program presently working in selected Pittsburgh schools.

The third type of training is a 2½-day camping/training session conducted each semester to enable students from the various schools in Pittsburgh to interact with each other. The objective of this outdoor training is to encourage the student aides to apply what they have learned about human relations in the Saturday workshops and school training sessions for a short, intense period.

Results

The Security Division of the Pittsburgh Board of Public Education set down four specific objectives by which to measure the success of the student security aide program for the 1978-79 school year. These were--

- To reduce the number of suspensions in the 1978-79 school year by 5 percent
- To reduce the cost of vandalism by 5 percent
- To reduce the number of expulsions in the 1978-79 school year by 5 percent
- To maintain or improve student grades, attitudes, or behavior.

Although no formally documented results have as yet been presented, one indicative evaluation was made by the Security Division of the Pittsburgh Board of Public Education with regard to the camping/training session. There have been no disruptive incidents during the camping trips over the past attended so far by 120 students. The report noted that "This speaks well of the activity itself and of the behavior modification which takes place by virtue of being a Student Security Aide."

According to the report, the major rewards that appear to appeal to the students participating in the program include--

- The prestige of being a member of the Student Security Aide Program
- The jacket and shirt that identify membership
- The camping/training program.

Additionally, there is the feeling among Security Division personnel that one of the advantages of the student security aide is that he or she serves as a buffer between the student and the adult authority, which tends to reduce the number of physical confrontations and incidents of disruptive behaviors by individual students or group of students. In a number of instances, the

student aides were credited with preventing the occurrence of race riots in several large high schools. It seems clear that by enlisting students of both sexes from all ethnic and racial groups, the student security aide program has worked successfully to prevent the kinds of tensions that found more violent release in the past.

Replication Issues

The Student Security Aide Program seems best suited for secondary schools (including junior high or middle schools). The program is appropriate for any school, rural, suburban, urban, that wishes to involve students in keeping their schools safe.

Required Resources

In each school participating in a student security aide program, personnel requirements include the principal, staff security officer, and teacher/advisor plus parent representatives, and the student security aides themselves.

The only necessary expenditures are for the shirts and jackets that each of the student security aides wears while on duty.

On a district- or system-wide basis, the number of people involved increases, although their time commitments are less than that for the individuals at each school. These outside people are involved in the workshops or the camping/training sessions, participating as members of their cooperating agencies for one day every month and/or 2½ days each semester on a lecture basis or as a resource person. Camping equipment and food may be an expense, but it is possible that most of these items can be provided by the participants themselves.

References

Student Aide Manual, Security Division, the Pittsburgh Board of Public Education.

Resources/ Bibliography

Course 5 - Security

Module 5.2 - Preventive Approaches--Human Solutions

Bibliography for Preventive Approaches

Alternative Strategies: For the Prevention or Reduction of Disruptive Behavior in Secondary Schools, Vol. II, No. 2, Dallas Independent School District, Jun 1978.

Student Security Aide Manual, Pittsburgh Board of Education, Pittsburgh, Pa., 1973.

Vandalism.....The Million Dollar "Prank" A View From the Administrators Level: An Administrators Handbook, Institute of Government, University of Georgia, Athens Ga., 1978.

Security in the Schools: Tips for Guarding the Safety of Teachers and Students, United Federation of Teachers, New York City, Chapter Chairman's Edition, 1979.

Vandalism and Violence--Innovative Strategies to Reduce Cost to Schools, National School Public Relations Association, Arlington, Va., 1971.

Violence and Vandalism: Current Trends in School Policies and Programs, National School Public Relations Association, Arlington, Va., 1975.

Summary of Recommendations for Reduction of Violence and Vandalism Conference, Education Cooperative, February 1977.

Alford, R., How To Begin Neighborhood Watch in Your Community: The GBI on Crime Prevention, Georgia Bureau of Investigation, Vol. 3, No. 9, September 1978.

Casserly, M., School Vandalism: A Review of Programs, The Council of the Great City Schools, 1977.

Reichbach, E., Seven Ways - Learned Firsthand to Reduce School Vandalism, The American School Board Journal, August 1977, pp. 70-71.

Course Agenda by Module

Course 5 - Security

Module 5.3 - Physical Plant Security

Total Time 1 hour and 20 minutes

Module Summary

This module focuses on crime prevention and property protection through physical design. Topics include key control systems, security patrols, inventory control, and alarm systems.

Activity/Content Summary	Time
1. Introduction	5 min.
A. The Offender-Targets-Risk-Effort-Payoff Model (OTREP) Opportunities for crime can be eliminated or reduced by considering such elements as type of target, risk, effort required, and potential payoff to the offender.	
B. Components of Plant Security Components include design issues, key control, inventory control and operation identification, security patrol at night and on weekends, and alarm systems.	
C. Needs Assessment The importance of developing a systematic approach to identifying security needs is presented.	
2. Crime Prevention Through Physical Design	10 min.
A. Doors Good security applies to both interior and exterior doors; doors should be thought of as a closing/locking system.	
B. Windows Sliding windows and casement windows present different security problems.	

Activity/Content Summary	Time
3. Key Control Systems	10 min.
A. Preliminary Comments Strict control and maintenance of all keys is essential to school security. Maintaining control of who has access to keys is also very important. The Kentucky Key Control System is presented.	
B. Step 1: Diagram and Number Keys	
C. Step 2: Collect All Keys in Envelopes	
D. Step 3: Index Keys	
E. Step 4: Tag Keys	
F. Step 5: Key Locker	
G. Step 6: Issue Key with a Signed Receipt	
H. Other Key Control Systems	
4. Use of Security Patrols for Nights and Weekends	5 min.
A. Personnel Qualifications Performance requirements of security personnel are becoming more demanding.	
B. Patrol Procedures Some suggested guidelines for effective patrol are introduced.	
5. Inventory Control and Property Identification	5 min.
A. Inventory Control An itemized list of all school equipment should be maintained and a physical accounting of each listed piece should be conducted routinely.	
B. Operation Identification Marking each inventoried piece of equipment with an identification number is an effective way of deterring crime.	
BREAK	

Activity/Content Summary	Time
6. Alarm Systems	40 min.
A. Equipment Overview	
B. Simulation of Planning Selection and Layout Description of hypothetical school Anytown High School; typical security problems; existing security system; possible additional security hardware for arson prevention, intrusion detection, motion detection, acoustic sensing, and remote monitoring.	
C. Resource Material A NSRN Resource Bulletin is available on alarm systems.	
7. Conclusion	

About the Module

Course 5 - Security

Module 5.3 - Physical Plant Security

Objectives

Participants will be able to--

1. Describe a variety of different approaches for securing property
2. Describe at least three examples of no- or low-cost solutions to improving security in the schools
3. Plan the layout of an alarm protection scheme in a school showing what electronic devices can be used and where they may be located.

Description of Materials

Transparencies

5.3.1 - 5.3.15 Transparencies accompany lecture on plant security tactics.

Handout

5.3.1 Security Measures Taken

Background Materials

5.3.1 Physical Plant Security Survey Form
5.3.2 Key Control Checklist
R.5.3.2 Lock and Key Control. NSRN Technical Assistance Bulletin.

Resources

R.5.3.1 Vandalism and Theft in Kentucky Schools. Kentucky Crime Check, Volume II School Security and Control. Can be ordered (free) from Kentucky Department of Justice, Office of Crime Prevention, State Office Building Annex, Frankfort, KY 40601.
R.5.3.2 Lock and Key Control. NSRN Technical Assistance Bulletin.
R.5.3.3 Alarm Systems Guidelines. NSRN Resource Bulletin.

Course 5 - Security

Module 5.3 - Physical Plant Security

Background I-D 5.3.1

Background Materials

PHYSICAL PLANT SECURITY SURVEY FORM

The Security Survey

Survey Tools

General Considerations

Specific Considerations

- The Existing Security System
- Facilities
- Buildings and Grounds
- Emergency Procedures and System Checks

General Security Solutions

- Intrusion Protection Devices
- Safes and Vaults
- Alarm Systems

THE SECURITY SURVEY

In surveying the school's security system, the types of possible security breakdowns and their causes, both human and environmental, should be kept in mind.

Survey Tools

- Survey forms
- Site plot, building plan, floor plan
- Pens, pencil, sharpener
- 6 inch ruler/straightedge
- Measuring tape (minimum 12 inches)
- Measuring wheel
- Voltage tester
- Tape recorder, blank tape
- Camera, film, batteries
- Quadrille pad
- Survey forms
- Pocket calculator, battery
- Screwdriver
- Magnifying glass

General Considerations

1. How is the school organized? What are the functional lines of authority?
2. Where does secur[illegible] fit into the organization?
3. How does the school administration feel about security? How important is it considered to be?
4. Have other previous surveys been conducted? Why? When? By Whom? Were they acted upon?
5. What is the nature of the relationship between the police and the school and its security director?

Specific Considerations

In observing the following external and internal equipment and situational factors, consider their suitability, effectiveness, and maintenance procedures.

The Existing Security System:

1. Are there established procedures for maintaining security?

   Are there written materials describing these procedures?

2. Have there been security problems in the past?

   How were they handled?

   Has any member of the school staff been trained in security awareness?

3. What is the existing alarm system?

   What is its technical objective?

4. Is it a local, central station, or police alarm system?

   Is it supervised?

5. Is it random-pulsed?

   Can alarm line be compromised?

   How easily?

6. How would local authorities respond?

   How soon?

   How is the system maintained and tested?

7. Where is the equipment located?

   What kind of cover is needed for the conduit--a rigid or flexible metal cover or a plastic snap-on cover?

8. How does the existing system interface with any new components being considered?

   For instance, what voltages and frequencies are available?

9. Is there a night custodian/guard?

   If not, is one needed and what would be required to accommodate one?

10. How and where are valuables stored?

11. What is the internal communication system?

    Is there a personal identification system?

12. What is the procedure for visitors?

    How and where do they enter?

Facilities:

13. Where do telephone lines enter the building(s)?

14. Does the school have radio and television equipment and antenna systems?

15. Who is responsible for maintenance of the building; electrical, heating, and air conditioning systems; and construction?

16. How reliable are local utilities (including fuel system and delivery, water stores, electricity) and food services and supplies?

Buildings and Grounds:

17. What is the geographic location of the school?

    In what type of neighborhood?

18. What are the school boundaries?

    Are they well defined?

19. Does the school own vehicles?

    Are there garages?

20. How many buildings are involved?

    What is their size, height, construction?

21. Is any new construction anticipated?

22. Are there aesthetic considerations in the design of the security system?

23. What is the noise level of the area?

24. What easements and rights of way exist or are needed?

25. What is the condition of the soil and vegetation?

26. What are the existing barriers (e.g., fences, walls, hedges)?

27. How is the site lighted, including exterior building lighting and perimeter and area lighting?

28. Are there warning, instructional, or directional signs?

    How visible are they?

    Are they ever obscured (for instance, by snow)?

29. What are pedestrian and vehicle traffic patterns?

    Where are parking lots located and who uses them?

30. How many interior and exterior doors are there?

    Is the number and size appropriate?

    Are they all necessary?

31. Are the doors equipped with locks?

    Is the quality of the locks appropriate for the doors?

32. How many windows are there?

    Are they equipped with locks?

33. What other openings exist (e.g., roof hatch, coal chute, skylight)?

34. Who is responsible for lock-and-key control?

    Who opens and closes the school?

    By what procedure?

    When?

    Are records kept?

Emergency Procedures and System Checks

1. Do established procedures exist for dealing with the following types of emergencies:

    Civil disturbance?
    Personal threats?
    Personal injury?
    Fire?
    Vandalism?
    Breaking and entering?
    Other emergencies?

2. Are evacuation procedures established?

   Review evacuation plans and routes with all concerned.

3. Are there any fire hazards?

4. Is there an emergency communications system, tested with local authorities (police, hospital, fire)?

5. Are grounds clear of all unnecessary vehicles, equipment, machinery?

   Remove trash and relocate shrubs or trees as necessary.

6. Conduct the following system checks and tests:

   Visually and operationally test the outside infrared system.

   Check proper operation of all inside and outside closed-circuit television systems.

   Work test all walk-through detectors and hand-held transfriskers (metal detectors).

   Operationally check all other electronic security systems, including--

   Smoke and heat detectors
   Ultrasonic detectors
   Door locks and alarms.

   Check standby generator and fuel supply.

   Check site emergency audible (P.A.) alarm warning system (if so equipped).

   Check location and proper fill of all fire extinquishers and fire-fighting equipment.

   Check for proper operation and security of all communications systems:

   Radio, portable and vehicle;
   Telephone;
   Security and fire battery systems.

General Security Solutions

Ensure that all windows, doors, and other openings are protected and supervised.

Alarm contacts should be designed to the level of security required--single-acting (manual reset) or double-acting (automatic reset)--and be of the correct application (electrical and/or mechanical).

Consider the environment. Are interior and exterior systems appropriate? Are they durable, weatherproof, corrosion-proof?

Consider the effectiveness of the conduit/cable system.

Lighting should reduce shadow areas and provide illumination for detection without glare.

Photoelectric cells and time controls are preferred over manual on/off systems.

Can security system components be seen or easily removed? Can they be recessed in the door-frame or wall? Can non-reversible screw fasteners be provided? Conceal and cover terminal contacts.

Consider future building design or entrances to building to be added in future. Will wiring, etc., have to be moved?

What doors, skylights, air-conditioning ducts require magnetic switch contacts? If large, they may require lacing.

Design pull trap devices for through-the-wall or window air-conditioners and their frames. Protect unused plywood space fillers with varnish and pull traps.

Consider out-of-doors systems, e.g., double invisible infrared beams or equipment embedded in concrete foundations to prevent theft or vibration and misalignment. Be cautious of microwave devices that can detect trucks, trains, cars, etc. All outdoor systems should have supervised alarms on their low-voltage circuits. Other outdoor items requiring special consideration include gas pumps, trucks, convevor belts, elevators, and forklifts.

Breaking and entering may occur during understaffed hours, such as opening, closing, holidays, and weekends. Always design the security system to protect life first and then property. Effective preventive measures include motion detectors and other intrusion prevention devices, internal alert signals (phrases or words), emergency alarms, camera (one frame each two seconds, when triggered), closed-circuit television and strobe lights. Motion detectors can be used to back up alarm devices on doors and windows to help prevent defeating alarm systems.

Devise or test substitute systems. Cost-effectiveness--performance and price--should be considered. A remote tone signal generator may be advisable. Different telephone circuits are available. In interlocking systems, if the telephone system fails, other systems will fail also. In "two route" telephone circuits the phone system is separate.

Intrusion Protection Devices

Devices to prevent intrusion may be photoelectric, infrared, audio, sonic, ultrasonic, radar/microwave, or passive infrared.

Photoelectric devices use white light and may be adjusted to 50- to 500-foot ranges. The use of reflective mirrors reduces the range 25 percent. These devices are visible, and their technology is outdated.

Infrared devices are mounted on rigid surfaces and emit invisible light. Self-contained sensitivity adjustments are nonsupervised. Transmitters and receivers are supervised. Infrared devices can be vulnerable to steam, weather, condensation, snow, etc.

Audio devices may utilize a P. A. system in reverse through microphones over doors and windows. Sound is converted to an alarm signal. Audio devices are not recommended in areas of highway sounds, roof rain, or machinery noise, but are good for safes. Pay attention to Underwriters Laboratories (U.L.) specifications.

Sonic detectors respond to sound, are not U.L.-listed, hurt ears, require earmuffs to test, and are normally electrically driven (thus ineffective in power failure). They can keep firefighters at a distance if the devices cannot be silenced.

Ultrasonic devices respond to movement, operate in the 27 - 47 KHz range, and use solid-state power supplies and amplifiers. Walk-test the entire system each day, watching out for "crawl dead spots." Check antitamper trap covers. The supervised line and bracket traps should also be tested. School management personnel should conduct the walk-test and log results to prevent employee compromise. A normal walk-test has the limitation of testing only the amplifier and wire. Devices may be omni- or one-directional, may be self-contained, and may have master/slave configurations.

Microwave systems are similar to infrared systems. Radar/microwave devices may be omni- or one-directional. The beam can penetrate certain types of walls (such as, sheetrock or glass, but not brick, for instance), thereby detecting movements outside the protected area. They have very little application in school environments, and any FCC frequency law allocation changes may require expensive updating, etc. Microwave must be engineered very carefully to compensate for problems with pumps, wheels, fans, broken fluorescent lamp starters, etc.

Passive infrared devices detect body heat from 50 - 75 feet, but are not effective in areas above 100° F. They must be adjusted for seasonal temperature differences.

Safes and Vaults

In considering safes and vaults, the following factors should be kept in mind. Ninety-five percent of them are fire-safe only. No U. S. safe manufacturer will make reference to its safes being burglar-proof. (One company advertises one of its safes as burglar-proof for 30 minutes.) Most tough-material safes are foreign-made and have not been subjected to U.L. testing. For instance, only frames and doors may be tested. The testing lab may use only conventional burglar tools. It is advisable to install safes at the time the building is constructed so that manufacturing drawings will be available. Outside labels provide information about the safe's construction.

Safes are best protected by--

Wood or masonite construction with foil tape grids inside or outside;
Electrostatic (antenna) field;
Foil and temperature alarms;
Inside air pressure and drop systems;
Hydraulic alarm system, prebuilt in safe and enclosure;
Interior linings taped for U.L. approval.

Alarm Systems:

Use U.L.-listed electric key combination locks to turn the system on and off. Make sure a different combination is used for the alarm system than for other systems. Restrict distribution of the combination among personnel. Measure and record the electrical characteristics of equipment and systems. For instance, some equipment will malfunction during an electrical brown-out. Two-stage systems which briefly delay the main alarm help prevent false alarms.

Alarm company contracts should specify the level of security to be provided and opening/closing supervision. Signals and reports to be made should also be outlined. Be aware of possible additions to basic contract charges:

Taxes;
Permits;
False-alarm fines levied by the city;
Maintenance or refurbishing charges after the first year;
Telephone company charges or regulations;
Interest on past-due accounts;
Insurance company requirements;
U.L. certificates; and
Installation errors.

Warranty, maintenance, and service provisions should be examined. Check references regarding the company's past security work.

Course 5 Security

Module 5.3 Physical Plant Security

Background I-D 5.3.2

Background Materials

Key Control Check List

		Yes	No
1.	Do you restrict office keys to those who actually need them?	( )	( )
2.	Do you keep complete, up-to-date records of the disposition of all office keys?	( )	( )
3.	Do you have adequate procedures for collecting keys from terminated employees?	( )	( )
4.	Do you secure all typewriters, adding machines, calculators, photocopiers, etc., with maximum security locks?	( )	( )
5.	Do you restrict duplication of office keys, except for those specifically ordered by you in writing?	( )	( )
6.	Do you require that all keys be marked "Do not duplicate" to prevent legitimate locksmiths from making copies without your knowledge?	( )	( )
7.	Have you established a rule that keys must not be left unguarded on desks or cabinets--and do you enforce that rule?	( )	( )
8.	Do you require that filing cabinet keys be removed from locks and placed in a secure location after opening of cabinets in the morning?	( )	( )
9.	Do you have procedures which prevent unauthorized personnel from reporting a "lost key" and receiving a "replacement."	( )	( )
10.	Do you routinely obliterate numbers on all keys to prevent unauthorized duplication?	( )	( )
11.	Do you have some responsible person in charge of issuing all keys?	( )	( )
12.	Are all keys systematically stored in a secured wall cabinet of either your own design or from a commercial key control system?	( )	( )
13.	Do you keep a record showing issuance and return of every key, including name of person, date and time?	( )	( )

National School Resource Network

National Center • 5530 Wisconsin Avenue, N.W. Washington, DC • (301) 654-2550 • Toll Free (800) 638-8090
Eastern Regional Center • 53 Bay State Road, Boston, MA 02215 • (617) 353-4554
Southern Regional Center • 56 5th Street, N.E., Atlanta, GA 30308 • (404) 872-0296
Midwestern Regional Center • 6 North Michigan Avenue, Suite 1706, Chicago, IL 60602 • (312) 782-5787
Western Regional Center • 18 Professional Center Parkway, San Rafael, CA 94903 • (415) 472-1227

Technical Assistance Bulletin

Lock and Key Control Procedures

Summary

Control of access to keys to school buildings and to critical interior areas which are frequent targets for vandals and burglars is a major problem for school administrators and school security personnel. This bulletin describes approaches to lock and key control which have proved successful in Seattle, Washington, and New York City, New York. An example of key control procedures, used by the Fairfax County, Virginia, Public Schools, is also included.

The Problem

Maintaining control over keys is a major problem in building security. Administrators are concerned with providing sufficient access to areas in and about the school for personnel who must work in those areas. However, administrators are also concerned that the lack of proper issuance procedures and care in handling keys will constitute a hazard to the security of the building. Teachers and other staff need frequent access to storage and audiovisual supply rooms. However, individual carelessness is often cited by school security personnel as the major reason for lost and/or misplaced keys to these vital areas and subsequent property loss.

A system of key control, especially for master keys, is essential if adequate building security is to be maintained. However, the system should not be so rigid as to hamper the educational process. If the problem of lost materials and equipment is of such proportion that the educational process is already in jeopardy, strict enforcement of access to keys may be the only answer. However, the effectiveness of school staff may be impaired if they cannot get into areas in the building considered essential to their functioning. Therefore, one must consider the tradeoffs that may be necessary before implementing any system for controlling access to keys.

The Solution

According to Charles O'Toole, Chief of Security for the Seattle Public Schools, the "period of credibility" for any lock and key system averages from two to five years. Within this timeframe, or as the need arises, the lock and key system for any school district should be changed. Accomplishing this task can be quite expensive, particularly if buying new lock systems is the only approach taken. Many school districts are now meeting the challenge through the less costly but equally effective approaches outlined in the following sections.

Exchange Programs

In the State of Washington, several school systems participate in a lock and key exchange program. Periodically, neighboring districts exchange lock cores and/or combination locks to lockers along with all master keys and combination books. This type of program increases the security and credibility of the lock and key system in these districts and is cost effective.

Seattle and Portland, Oregon, have been involved in lock and key exchange programs for some time. For example, when one of the master keys for Seattle's gym locks was stolen, Mr. O'Toole traded nearly 3,000 of the affected locks for the Portland school system's different locks and master key.

Prepared under Grant #79 JS-AX-0019 from the Office of Juvenile Justice and Delinquency Prevention, Law Enforcement Assistance Administration, U.S. Department of Justice. Points of view or opinions in this document are those of the NSRN and do not necessarily represent the official position or policies of the U.S. Department of Justice.

According to Henry Branch, Director of the Office of School Safety for the New York City Public Schools, whenever a school in one district (e.g., the Bronx) is identified as needing new locks in high-risk areas because keys have been stolen, duplicated, etc., and a school in another school district (e.g., Manhattan) is identified as having similar problems, the locks from the affected schools are switched. No new locks are purchased, and labor costs are reduced by using existing staff.

A variation on the above can also be accomplished within the same school building. For example, the lock from the audiovisual supply room can be switched with the lock from the materials supply room. Locks from all target area rooms can randomly and periodically be switched by the maintenance staff.

In schools which have "common lock systems" which can be opened by a master key, it is suggested that classrooms with expensive equipment not be a part of the system. Business classes, science labs, vocational education shops, and all classrooms that can be specific targets for theft should have "unique" locks. These locks should not be of the knob mounted key access variety, but instead should be locks with dead bolts or some other more secure mechanism.

Staff Accountability

Many school systems have instituted key control systems that have one staff member, usually the principal, responsible for the issuance and handling of all keys, especially master keys. This approach, although considered rigid by some, has proved quite successful. A distinct advantage of the system is its control over the frequency with which duplicate keys are produced.

In Seattle, only the principal and head custodian of each school have a master key to exterior doors. Teachers are only issued keys to their individual classrooms. Any staff member who needs to be admitted to the building before or after school hours must request permission in advance, and the principal or his or her designee must come back and let him/her in the building. This type of system allows the principal to decide whether it is essential that staff be in the building during nonschool hours. However, such a system makes accessibility to the school facility difficult for those staff who may need frequent access to the building for program purposes.

Regulation 5240 of the Fairfax County, Virginia Public Schools is included as an appendix to this bulletin as an example of key control staff authorization and responsibility.

Key Control Criteria

In their attempt to combat vandalism and theft in the schools, the State of Kentucky lists the following as minimum criteria to be met in the area of key control:

- The responsibility for lock and key control is assigned to an individual
- All file keys and duplicates are kept in a steel key-cabinet, under lock and key
- All keys are maintained and issued with strict supervision, including the requirement that each key issued must be signed for (using key receipt tags)
- Master keys are kept to a minimum and are retained by top administrative personnel only (principal, assistant principal, and maintenance supervisor)
- Appropriate fines or penalties are enforced when an employee loses a key
- Employees are never permitted to have a duplicate key made on their own
- Keys are always collected from employees who terminate or transfer
- All keys are collected and logged at the conclusion of the school year; the key control system is reevaluated and inadequacies corrected before keys are reissued
- Tumblers in vital locks are changed if keys are permanently lost or stolen.

Results

Exchange programs are cost effective in that there is no capital outlay for purchas-

ing new equipment, and minimal costs for labor are incurred by having existing maintenance staff remove and reinstall locks. Although there is no hard data available, security directors state that once clear lines of responsibility are established, in terms of key control, there is less of a problem with lost keys and unauthorized duplication of keys.

Required Resources

Existing security and maintenance staff can more than adequately operate exchange programs. Assignment of staff to ensure key control requires only a modest expenditure of their time. Orientation of all staff to new procedures should also be considered.

References

Kentucky Department of Justice, Office of Crime Prevention. A Preventive Approach to Vandalism and Theft in Kentucky Schools. Vol. II, School Security and Control, p. 12.

Vestermark, S.D. and Blauvelt, P.D. Controlling Crime in the School: A Complete Security Handbook for Administrators. West Nyack, N.Y.: Parker Publishing Co., Inc., 1978.

Regulation 5240
Support Services
January 2, 1976

SUPPORT SERVICES

Security and Communications

School Keys

1. Purpose

To establish responsibility for administration of school building key control and to designate individuals authorized to have possession of school keys.

2. General - All Schools

One master key is authorized to be in the possession of the following individuals:

Principal
Assistant Principals
Head day custodian
Head night custodian (upon the specific approval of the principal)

Two master keys shall be on file for office use as follows:

One key to remain secured in the administrative office
One key for use by the after-hours activities custodian as approved by the principal

3. High and Secondary Schools

High and secondary school principals may assign a building master key to department heads as deemed necessary under the following conditions:

a. A current list of names of all department heads who have been assigned building master keys shall be kept on file with the director, Security and Communications Division.

b. Building master keys shall not be assigned to a department head until briefed by the director, Security and Communications Division, on responsibilities with respect to the security intrusion system.

c. Master keys assigned to department heads shall be specifically assigned to the individuals. Lending of master keys is prohibited under any circumstances.

d. The unauthorized use of a master key, or any school employee possessing an unauthorized master, shall be reported to the area superintendent/ director, Support Services Department, for appropriate action.

Source: Fairfax County Public Schools, Fairfax, Virginia

4. Additional Responsibilities

Principals and other accountable individuals are responsbile for repossessing school keys when an employee terminates.

Principals are responsible for advising the director, Security and Communications Division, regarding the accountability of all building/facility master keys when terminated or when reassigned to other duties.

Only those employees associated with a given school shall be provided keys to that school. Teachers are authorized a room door key.

Keys may not be loaned to nonemployees for any reason.

5. Exceptions

Requests for exceptions to the preceding authorizations and responsibilities may be addressed to the director, Support Services Department. Such requests shall be reviewed on an individual basis to assure optimum security of the facility concerned.

6. Procedures

The following procedures pertain to school keys:

a. Requisitions for master and grand master keys shall be submitted on form INV-10 to the Supply Division via the director of Security and Communications Division, citing appropriate school PPBES account and object code 307. The director, Security and Communications Division, shall secure the approval of the executive director of Support Services Department for all grand master keys.

b. Requisitions for serialized additional keys (other than master and grand master) shall be submitted to Supply Division on form INV-10 citing appropriate school PPBES account and object code 307. The INV-10 must list the serial numbers of the desired school keys or a sample key for desks, lockers or cabinets.

c. All key requests requiring the locksmith to travel to the school, except for repair of broken or damaged keys, will constitute a capital outlay expenditure and should be submitted on a DC Form 407 through the area superintendent.

d. Justification for all keys must accompany requisition requests. A receipt shall be signed for each master key issued. Grand master keys shall not be passed to a successor but must be returned to the director, Security and Communications Division, and reissued, on hand receipt, to the next individual designated for accountability.

e. Requests for repairs to keys or locks shall be submitted to the Maintenance Division as a maintenance requirement (Form SSM-100).

f. One copy of each key shall be tagged for each entrance and deposited in the centrally located key case.

g. An audit of all outstanding master and grand master keys shall be conducted at least once each school year by the director, Security and Communications Division.

Course Agenda by Module

Course 5 - Security

Module 5.4 - Designing and Upgrading School Security Programs

Total Time 1½ hours

Module Summary

This module provides suggestions and guidelines for designing and/or upgrading school security programs. Emphasis will be placed on basic elements which are necessary to any school security program.

Activity/Content Summary	Time
1. Introduction There is no one model school security program; there are basic elements essential to all security programs, and this session will present an overview of some of these elements, based on participant need and interest.	5 min.
2. Step 1, Needs Assessment A. Purpose The purpose of a needs assessment is to provide a factual analysis of the school district's problem areas. B. Problems Addressed Types of problems to be addressed include property and people protection. C. Obtaining Data It may be difficult to obtain accurate data on costs attributable to vandalism, or burglary, as opposed to normal wear and tear. D. Alternate Sources of Data Crime statistics reported to police are an alternate source of data. E. Using Needs Assessment Data Some basic elements of a security program include: (1) determining staffing requirements, (2) determining qualifications	10-30 min.

Activity/Content Summary	Time
and training requirements, (3) developing policy, regulations, and procedures, (4) developing a reporting system, and (5) staff development for nonsecurity staff.	
3. Determining Staffing Requirements	10-30 min.
A. Requirement Issues Approaches to staffing depend on the kinds of problems the school has.	
B. Staffing Approach #1: Internally Designed Systems	
C. Staffing Approach #2: Hire Outside Firm	
D. Staffing Approach #3: Use Local Police	
E. Staffing Approach #4: Mixed Systems	
4. Determining Qualification and Training Requirements	10-30 min.
A. Overview The need for training keyed to staff qualifications considerations is stressed.	
B. Examples of Training Programs Based on Different Qualifications Portland, Oregon, and Seattle, Washington's training programs are discussed.	
5. Developing Policy, Regulations, and Procedures	10-30 min.
Elements of school board policy and regulations and operation/contingency procedures are discussed.	
A. Policy Planning Initial policy planning for security programs takes place at the school board level.	
B. Regulations	
C. Procedures	
6. Developing a Reporting System	10-30 min.
The type of reporting system used depends on the purposes for which a reporting system is designed (i.e., legal requirements, planning, staffing, records, etc.).	

Activity/Content Summary	Time
7. Staff Development for Nonsecurity Staff	5-15 min.
A. Overview There is a need to make the entire school community aware of the structure and operation of the school security program, and of the responsibilities each school employee has in relation to the security program.	
B. Staff Development Examples Staff development approaches used in Montgomery County, Maryland, and Seattle, Washington, are presented.	
8. Wrap-Up	10 min.

About the Module

Course 5 - Security

Module 5.4 - Designing and Upgrading School Security Programs

Objectives

Participants will be able to--

1. Recognize elements of their school security programs that can be redesigned or improved

2. Describe models and approaches that can contribute to successful needs assessment, staffing, training, policy development, reporting, or staff development.

Description of Materials

Transparencies

5.4.1 - 5.4.5 Transparencies provide illustrations in the area of needs assessment, types of school security forces, and organizational structure placement of security divisions.

Handout

5.4.1 Advantages and Disadvantages of Staffing Systems

Background Materials

5.4.1 Memorandum of Understanding Regarding School-Police Relations (Seattle Public Schools)
5.4.2 "The Contingency Plan"
R.5.4.1 Incident Reporting Systems. NSRN Technical Assistance Bulletin.

Resources

R.5.4.1 Incident Reporting Systems. NSRN Technical Assistance Bulletin.

Course 5 - SECURITY

Module 5.4 - Designing and Upgrading School Security Programs

Background I-D 5.4.1

Background Materials

MEMORANDUM OF UNDERSTANDING REGARDING SCHOOL-POLICE RELATIONS (Seattle Public Schools)

The Seattle Public Schools and the Seattle Police Department have enjoyed a good relationship over many years as a result of their mutual cooperation in resolving problems. However, there have existed for the past several years some areas where appropriate roles and necessary actions are undefined, unclear, or where changing circumstances have necessitated changes in the prescribed relationship.

The following statements have been developed jointly by Seattle Public Schools and the Juvenile Division of the Seattle Police Department:

A. The general basis for the relationship between the Seattle Public Schools and Seattle Police are those prescribed in detail in Guidelines for Dealing with Emergencies, as revised. These Guidelines are available in every school and are generally well known by all building administrators.

B. School administrative personnel will cooperate with police officers and provide assistance when the officers' entry to the building is based upon:

1. a warrant for the arrest of an individual;

2. parental permission;

3. presence of a Juvenile Division officer normally assigned to that building.

C. It is extremely important that police officers notify the principal, or other building administrator in charge, upon entering the building. The principal alone has control of the building and complete knowledge of the situation in the building at any given time. His foreknowledge of police presence in the building can do much to facilitate their operation and still prevent escalation of an existing situation.

D. In view of recent Supreme Court decisions, access to student records is more restricted than it formerly has been. With the proper court order, pertinent student record information will be made available to police officers as required. However, in the absence of a court order, and upon proper identification of the police officer to school authorities, the school will provide the officer with the address, telephone number, parents' names, birth date of the student, and will verify attendance at the school.

E. With reference to the matter of interrogation of students by police officials, the Seattle School District encourages the police to interrogate citizens of student age in their home. However, the school will permit the interrogation of students by police provided the police officer has permission of these

Source: Seattle Public Schools, Seattle, Washington

students' parents to conduct the interrogation. In the event either of the above conditions cannot be met, the student will be made available to the juvenile officer or officers assigned to that school for interrogation in the presence of a school official. The role of the school official is that of observer. Any question about the interview or any concern raised in the mind of the school official as a result of the interview should be referred to the General Counsel.

F. The situation in most urban schools, especially secondary schools, is a delicately balanced one which can be disrupted in major proportion by certain incidents. On occasion it may be necessary that uniformed officers pursue a suspect into a school building. The need for pursuit must be weighed against possible consequences of such pursuit. Discretion should always be used. If the offender is identifiable, and the need for apprehension is not immediate, apprehension may be deferred. In instances where suspects are pursued into school buildings, the officer should be prepared to show that such pursuit was reasonable.

G. In most circumstances, the building principal's contact with the police will be made initially to the School Security Office of Seattle Public Schools, which will in turn notify the police if such action is warranted.

With regard to those circumstances where a sizeable police unit is called in, two concerns should be recognized:

1. Sometimes in the interval between notification of police and their arrival, the problem situation may change to such an extent that it may be preferable to refrain from overt police action. Every effort will be made by school authorities to exercise extreme good judgment in requesting mobilization of police forces.

2. When the police are requested to take over a situation, they naturally are the decision makers, but the building principal is nevertheless required to convey to those authorities his own best assessment of the situation. This is intended as advisory in nature in order to convey information regarding nuances in the situation which may not be apparent to the police.

"THE CONTINGENCY PLAN"

PART III: THE CONTINGENCY PLAN

THE WHO, WHAT, WHEN, WHERE, AND HOW OF CRISIS RESPONSE

Regardless of the amount of trust and respect the school security officer gains with students, administrators, the school staff, or community groups, disruption may occur. A contingency plan should be developed for that eventuality.

The contingency plan is basically a document outlining who has the responsibility for carrying out a specific task at a certain time, in a certain place, and by a certain method. In other words, it answers the who, what, when, where, and how of responding to serious school disruption.

Restoring order is the key task to be accomplished in such a plan. It is not, however, the plan's true purpose.

A classroom setting which resembles an armed military fortress ready for battle might provide for the students' personal safety, though it hardly is conducive to a challenging educational climate. The establishment of this climate is the ultimate purpose and goal of a contingency operation.

The following pages outline a minimum number of steps school security directors and other officials should take in developing their own tailored version of a contingency plan. School systems are encouraged to use this outline only as a starting point. Assistance in assessing school problems, designing a security program, or formulating a contingency plan may be obtained by contacting resources listed in the final section of this brochure.

SCHOOL ADMINISTRATORS AND SECURITY DIRECTORS SHOULD

A. Plan for Building Safety and Security By

- assuring that fire alarm systems are secure and that a delayed signal system or a similar safety mechanism is designed in concert with the fire department
- monitoring the flow of traffic onto school grounds
- securing outside doors from trespassers, but allowing use of the doors from the inside in the event of a fire or other emergency

- instituting a sign-in, sign-out system along with color-coded identification tags to be worn by all visitors to help exclude unauthorized persons from school premises

- designing a signal for announcing the existence of an emergency situation, and the need for the contingency plan to become effective

- assuring that clear instructions are given to staff not having a class in session at the time a signal is given (report to command post for deployment, etc.)

- developing special procedures for cafeteria and shop staff, particularly emphasizing the lock-up of knives, tools, and other utensils that could be used as weapons

- making sure that trash rooms and trash containers, as well as other highly combustible areas and materials, are secured

- assigning personnel to areas likely to be gathering points for groups of students—rest rooms, cafeteria, gyms, auditoriums, etc.

- developing clear and concise reporting procedures for school damage and vandalism and other incidents requiring security staff to respond

B. Plan for Personal Safety and Security By

- setting up an adequate first aid facility and procedures for handling injuries

- isolating the disruption as much as possible by separating opposing groups, giving each separate meeting places, and working independently with each

- curtailing movement in the school by postponing class change and eliminating bells until threat of escalation ceases

- assuring that operational instructions are given to teachers in class at the time a contingency plan is put in operation (lock doors, close windows, shut down power equipment, keep

pupils in classroom, announce that teachers have been trained for this event, and request that students follow instructions for their own personal safety and welfare)

- having available a compilation of appropriate legal sanctions which can be used as tools for control and for crowd dispersal
- insisting that all staff avoid physical involvement except for self-protection or protection of students
- providing clear guidelines of personal demeanor in times of crisis (controlling emotional involvement, avoiding argument over who's to blame, promoting fairness)
- developing clear and precise procedures for dismissal of school (dismissal by floors, use of PA system to control movement, etc.)
- developing clear and accurate reporting procedures for all personal injuries

C. Plan for Smooth Administrative Control of Operations By

- generally assuring that schools will be closed only if necessary and according to predetermined criteria of the level of conflict (Levels are explained in the Police Involvement section later)
- arranging and designing a central command post outside the main administrative office (The post must have a communications system with links to the principal's office and the police department)
- establishing a clear chain of command for all persons having specific responsibilities during the crisis
- identifying a staff stenographer to record all incoming messages and notes pertaining to activities
- developing an equipment checklist and a list of emergency phone numbers for the command post

- having a motor pool available (perhaps through driver training instructors) to transport the injured to the hospital or students and staff to their homes

- notifying all buses to be on alert for the transportation of students

- having available alternative planned bus routes should normal routes be obstructed

- setting aside a specific room for holding disruptive students, counseling them, and dealing with them according to established codes of discipline

- differentiating between actions subject to arrest and actions subject to school discipline

- setting aside a specific room for parents who traveled to the school for information

D. Plan for Effective Emergency Communication Systems By

- establishing a rumor control and information center at a central location to handle parent transportation concerns, school schedule information, community inquiries, etc.

- selecting someone to operate the school's intercom/bell system, and to relay messages only when authorized to do so

- establishing a backup messenger communication system in the event that the normal communication system fails to operate or is inadequate

- instructing all staff in the handling of outside communications to the school

- identifying a system for establishing swift parental contact when necessary

- providing for a two-way communication system on all buses and pool cars

- designing a public information/media relations operation through which all information to the media is channeled (strict media policies should be specifically designed for crisis situations)

E. Take a Number of Steps to Assure Smooth Police Involvement in a School Crisis, Should the Need Ever Arise, By

- developing with police officials a written memorandum of agreement regarding coordination of response to school disruption
- designing an ongoing communication process to allow for the continual review of activities and plans
- investigating the possibility of a police-assigned School Resource Liaison Officer
- drawing up a special emergency plan relating just to major disorders, such as bombings
- designating only one or two individuals in the school having authority to call the police
- arranging for a "call back" number to verify the police assistance call as legitimate
- understanding that the school administrator will determine the seriousness of the school's problem with assistance from the security staff and the police
- mandating that the principal or an authorized designee always remains in charge of school premises and personnel
- recognizing that the police, if called to assist in calming a school disturbance, have primary responsibility for enforcing the law and will insist on making the final decision on all matters involving their sworn obligations; and
- realizing that there is no better way to test a contingency operation than through conducting a dry run

F. Plan for Phase Out of the Contingency Plan By

- remembering that a military-like response often necessary to control a violent situation may keep the peace, but will not contribute to the harmonious educational climate of the school
- understanding that the decision to phase out a contingency plan must assure both the safety of the students and staff and the re-establishment of the desired educational climate
- considering ways to handle possible pressures–both internal and external–to keep the plan in force
- having an established and understandable signal terminating the emergency state
- developing final reporting procedures for all persons involved

A FINAL WORD ON SMOOTH POLICE INVOLVEMENT

A natural inclination for anyone facing problems of school disruption is to immediately contact the local police. But in doing so, a school official may add to the problem by prematurely requesting the intervention of uniformed and armed officers.

Before requesting direct police intervention, the school system should make every effort to settle disruption through suggestions listed in this brochure. The police department, however, should be apprised of the school difficulty in case their services are later needed. *School and police officials should respond to disruption according to its level of intensity. Generally, there are three levels:*

Level 1–When disruption is confined to one area and there is no threat to students or staff.

School officials take the necessary action here. Avoid the implications that could arise with the massive use of outside resources. The overall policy should be containment and removal by the school security force, with minimum interruption of educational processes.

Level 2–When disruptive forces are mobile or pose a direct threat to members of the school community.

As in Level 1, schools should remain open. The security force should isolate the disruptive activity, hold or apprehend those

involved, and end the threat of escalation. If necessary, supplementary school professionals should be used to help manage school administration during the difficulties. The school's security advisory council should also be summoned.

Level 3–When disruption is general, educational processes have ended for most students, and there are serious threats to students or staff. In short, the situation is out of control.

Police assistance should be requested according to guidelines previously established in a written memorandum of understanding with the police department. Generally, the school should be closed. Insofar as legal violations must be suppressed, authority to end disruption should shift from the school administrator to the police officer in charge. However, responsibility for the school should remain in the hands of the school administrator.

Source: U.S. Department of Justice Community Relations Service, School Security: Guidelines for Maintaining Safety in School Desegregation, U.S. Government Printing Office, Washington, D.C.

National School Resource Network

National Center • 5530 Wisconsin Avenue, N.W., Washington, DC • (301) 654-2550 • Toll Free (800) 638-8090
Eastern Regional Center • 53 Bay State Road, Boston, MA 02215 • (617) 353-4554
Southern Regional Center • 58 6th Street, N.E., Atlanta, GA 30308 • (404) 872-0296
Midwestern Regional Center • 6 North Michigan Avenue, Suite 1706, Chicago, IL 60602 • (312) 782-5787
Western Regional Center • 18 Professional Center Parkway, San Rafael, CA 94903 • (415) 472-1227

Technical Assistance Bulletin

Incident Reporting Systems: A Tool for Prevention and Reduction of Violence and Vandalism

Summary

Reporting systems for incidents of crime, disruption, and disorder are increasingly important for schools and school districts. Effective information-gathering instruments and procedures are needed to ensure the collection of accurate data on which to base plans and programs to reduce and prevent violence and vandalism in the schools. Data can also be used to evaluate program effectiveness, aid security personnel in investigations, provide cost figures, and pinpoint problem areas and situations. For any system within a school or school district, a common terminology must be established, clearly understood, and used. Sample reporting forms, both State and local, are attached in order to illustrate how some schools and school districts gather pertinent data.

Why a System Is Necessary

An incident reporting system is a necessary part of school or school district internal information/communication networks. Such a system serves as an integral component in or basis for--

- Providing a written record of incidents for administrative purposes,
- Serving as a data base for accountability reports to the school board or superintendent,
- Identifying problems for program planning in the reduction or prevention of violence and vandalism in the school,
- Evaluating the effectiveness of these programs,
- Providing school authorities with an incident profile to help head off potentially explosive situations by indicating early deviations from normal patterns of incidents,
- Ensuring immediate repair in cases involving property damage, thus helping to minimize the "snowball effect" associated with vandalism,
- Aiding school security personnel and law enforcement agencies in the investigation of an incident,
- Assisting in the prosecution or defense of civil and criminal court cases,
- Providing cost figures on damage or injury for restitution and insurance purposes.

How To Ensure Accurate Data

The type of data to be collected and the nature of resources available to the school or school district (e.g., security staff, computers) will determine the structure and content of a system of incident reporting. If the uses of the data expand, additional modifications are required, but such expansion may serve to give more people throughout the system a greater stake in

Prepared under Grant #79JS-AX-0019 from the Office of Juvenile Justice and Delinquency Prevention, Law Enforcement Assistance Administration, U.S. Department of Justice. Points of view or opinions in this document are those of the NSRN and do not necessarily represent the official position or policies of the U.S. Department of Justice.

the results of the data and thereby lessen the danger of misreporting.

In order to ensure accurate data on incidents, and to prevent an incident reporting system from being undermined by misreporting, overreporting, or underreporting, adhering to the following guidelines is essential:

- Common definitions and categories of incidents must be employed.

  Definitions of what constitutes a fight versus an assault, what a criminal act is versus a noncriminal act, and what a trash can fire is versus an act of arson must be clear if data are to be useful. Similarly, the mixing of categories, such as noting theft as an act of vandalism, must be avoided. A glossary of terms that includes legal and operational definitions needs to be developed and disseminated. The National Association of School Security Directors has sought to institute uniform terminology for use based upon the FBI's "Uniform Crime Reports." Although using FBI terminology has the advantage of allowing comparison against national norms, schools must be aware of local conditions and legal requirements.

- The seriousness and/or monetary cost of incidents must be graded or scaled.

  If one or two major, but random, acts of vandalism or arson greatly inflate figures for the school year, the final figures will not give an accurate picture of the overall nature, scope, or pattern of violence and vandalism in the school. Aggregate data which reflects the actual situation will emerge only if grading or scaling is utilized. A grading scale for both the seriousness and the monetary costs of incidents of crime, disruption, and disorder must be developed and disseminated together with the glossary of terms.

- The intent behind incidents must be investigated.

  Ascertaining whether the reason for the incident was symbolic, accidental--or for material gain--will mean that prevention programs can be appropriately structured and that results will be more productive. However, establishing the intent behind incidents is often problematic. Reporting forms, therefore, should include space to write a full description of any incident and the events surrounding it. If possible, statements concerning intent should be gathered from the offender (if apprehended), the victim (if any), and possible witnesses, in order to objectify the report.

- Self-interest must not be allowed to interfere with incident reporting.

  When acts of vandalism are not reported in order to avoid adverse publicity or to protect certain individuals, when theft or damage is reported (and replacement materials received) when no incident occurred, or when normal wear and tear is reported as vandalism for insurance purposes, incident reporting system data lose their accuracy.

These guidelines are important if the data being collected are being used as the basis for long-range planning and budgeting for programs designed to reduce or prevent violence and vandalism--especially if other schools attempt to replicate these programs.

Reporting Forms

Many formats may be used for reporting forms, but in general the following minimum information should be included:

- Date, time, and specific location of the incident
- Date and time report was filled out
- Age, sex, race, and status (teacher, student, outsider, administrator, support staff) of both offender and victim

- Full description of the incident
- Names of witnesses
- Statements concerning intent.

The nature of the information should determine the procedures after the form is filled out. For example, reports on vandalism should be routed to the maintenance department who should then notify administration when damages are repaired and how much materials and labor to effect the repairs cost; and reports on incidents involving crimes should be routed to local law enforcement agencies.

Examples of reporting forms, both local and State, are attached which illustrate a variety of formats. They are included to provide a basis for comparison, and should not necessarily be seen as models for use in other locales.

It is important to note that schools and school districts usually provide one kind of form for reporting property losses and another kind of form for reporting incidents involving persons. This separation of forms allows greater depth and completeness of reports and minimizes clerical time, particularly in the maintenance department.

SECURITY INCIDENT REPORT AND SELF INSURANCE FORM

Official Use Only

Police Number

Area ☐ Northern ☐ Central ☐ Southern

Security Number

1. Complainant's Name	2. Title	3. Type of Incident	
4. Complainant's Address	5. Home Phone	6. Date Occurred	7. Time Occurred
8. City/State		9. Date Reported	10. Time Reported
11. Name of School	12. School Phone	13. Location of Incident	
14. Victim's Name	15. Race/Sex/DOB	16. Point of Entry	
17. Victim's Address	18. Home Phone	19. Means Used to Enter	
20. Victim's Condition	21. Parents Notified ☐ Yes ☐ No	22. Describe Weapon Used	
23. Description of Vehicle from which theft occurred. Year/Make/Model/Tag #			
24. Suspect Arrested: Name/Address/Race/Sex/DOB/Height/Wgt./Hair/Type of Hairstyle/Scars/Beard/Clothing			
	25. Was Suspect Charged? ☐ Yes ☐ No	26. Student ☐ Yes ☐ No ☐ Unk	
27. School Property ☐ Yes ☐ No	28. Total Value of Property $	29. Personal Property ☐ Yes ☐ No	30. Value of Property $
31. Witness #1 Name	Address	32. Home Phone	33. Business Phone
#2.			

34. Police Notified ☐ Yes ☐ No	35. Officer's Name & Identification Number	36. Date Police Notified	37. Maint. Notified ☐ Yes ☐ No
38. Security Notified ☐ Yes ☐ No	39. Person Notified	40. Date Notified	41. Plant Oper. Not. ☐ Yes ☐ No
42. Bomb Threat/Arson: Bldg. Evac: ☐ Yes ☐ No	43. Fire Board Insp/Person Name:	44. Time/Date	45. Did Fire Dept. Respond ☐ Yes ☐ No

46. NARRATIVE: Describe details of incident, include description of property lost, stolen or damaged, give value of each item, make, model and serial numbers, describe damage to building. (NOTE: If repairs to building are necessary submit a copy of this report to the Maintenance Dept.) Tell what action has been taken. Include in narrative a statement indicating what specific measures were taken to protect property lost or stolen.

(Use reverse side if additional space is required)

Principal's Signature Date:

Form 10 M 3/78

White Copy: Security Yellow Copy: Investigator Pink Copy: Self Insurance Goldenrod Copy: School

Source: New Jersey State Department of Education

75 **COMPLAINT REPORT**

COMPLAINT NO.

BALTIMORE CITY PUBLIC SCHOOLS
SECURITY DIVISION

TYPE OF OFFENSE

1. SCHOOL	2. DATE AND TIME OCCURRED	3. DATE AND TIME REPORTED	
4. COMPLAINANT'S NAME (LAST, FIRST, MIDDLE)		5. COMPLAINANT'S ADDRESS AND PHONE #	
6. COMPLAINANT'S SEX - RACE - AGE - DOB		7. LOCATION OF OFFENSE	
8. NATURE AND CONDITION OF INJURIES		9. WHERE TREATED	10. HOW TRANSPORTED

11. WEAPON OR MEANS OF ATTACK

13. IDENTIFY SUSPECTS BY NO. (NAME, ADDRESS, SEX, RACE, AGE, HT., WT., EYES, HAIR, COMPLEX., CLOTHING, IDENTIFYING CHARACTERISTICS.)

(1)

(2)

14. DESCRIPTION OF PROPERTY TAKEN (MAKE, MODEL, SERIAL #, COLOR, VALUE)

15. BALTIMORE CITY POLICE REPORT (DATE, TIME, OFFICER, DISTRICT)

ITEM NO.	16. NARRATIVE. (1) CONTINUATION OF ABOVE ITEMS (INDICATE "ITEM NUMBER" CONTINUED AT LEFT) INCLUDE ADDITIONAL VICTIMS, SUSPECTS AS OUTLINED ABOVE. (2) DESCRIBE DETAILS OF INCIDENT. (3) DESCRIBE EVIDENCE AND PROPERTY AND INDICATE DISPOSITION.

17. REPORTING OFFICER

18. REVIEWING SUPERVISOR

Baltimore City Public Schools

404 8278

Form SEC 1
662586
5/78

PRINCIPALS' REPORT OF VANDALISM OR MISSING PROPERTY

77

(Control Number)

Pittsburgh Public Schools

(No Carbon Necessary)
(Please Use Typewriter)

(To be filled by Security)

SECTION A:

School Name and Code _____ ( ) Report Date _____
Code

Time of Incident: Date _____ Clock Time _____ ☐ A.M. ☐ P.M.

Loss or Vandalism Discovered By ☐ Custodian ☐ Security ☐ Administration ☐ Teacher ☐ Other

SECTION B: Break-in or Vandalism

Point of Entry and Location of Vandalism

.....

.....

.....

.....

SECTION C: Type of Missing Equipment

☐ Audio Visual (Type, Make, Model and Serial Numbers)

.....

.....

.....

.....

☐ Office Machines or Equipment (Type, Make, Model and Serial Numbers)

.....

.....

.....

.....

☐ Musical Instruments (Kind, Make, Board Number, Manufacturer's Serial Number)

.....

.....

.....

.....

☐ Other Types of Equipment (Type, Make, Model and Serial Numbers)

.....

.....

.....

.....

SECTION D: Damage To:

☐ Glass – Number of Panes, Type and Sizes

.....

.....

.....

☐ Affixed Equipment .....

.....

.....

☐ Electrical System .....

.....

☐ Plumbing .....

.....

☐ Landscaping .....

.....

☐ Other .....

.....

SECTION E: Additional Information on Missing Equipment:

1. Last Location Seen .....
2. Was Equipment Properly Stored? .....
   If Not Explain: .....
   .....
3. Could Equipment Be Observed From Outside of Classroom? .....Was (were) Window(s) Locked?
   .....
4. Was Classroom Locked? .....
   Was Cabinet or Storage Area Locked?.....
   If Not, Explain .....
   .....

- *If more space is needed, attach three (3) typed copies of additional information.*
- *When Vandalism is indicated, and a B-65 is necessary, please attach one (1) copy of the Form B-65 to this report.*
- *Retain School Copies – Forward all other copies to the Security Division.*

☐ **THEFT** ☐ **BREAK-IN** ☐ **VANDALISM** ☐ **LOST OR MISPLACED**

This report is not to reflect Personal Losses.

VANDALISM IS WILLFUL OR MALICIOUS DESTRUCTION OF PROPERTY

_____
Signature of School Principal

66

White Copy - Business Office
Yellow - Security Office
Pink - Line Supt.
Green - School Copy

GRAND RAPIDS SCHOOL SYSTEM
GRAND RAPIDS, MICHIGAN

SECURITY OFFICE REPORT

REPORT NO. _____
FILE CLASS _____
BUILDING OR DEPARTMENT CODE _____
TIME REPORTED _____ DATE _____

REPORTED BY _____ ADDRESS _____
POSITION _____ PHONE _____
NATURE OF INCIDENT _____
_____ ☐ ALARM
DATE AND TIME _____ ☐ DAMAGE ☐ MISSING PROPERTY
AREA OCCURED _____
REPORT _____

SUSPECTS. ☐ NONE ☐ APPREHENDED ☐ KNOWN
1. _____
2. _____
3. _____

ITEMS MISSING – TYPE	BRAND	MODEL	CODE NO.	SERIAL NO.	VALUE
1.					
2.					
3.					
4.					
5.					
6.					

(USE BACK IF NEEDED)

REMARKS OR RECOM-MENDATIONS: _____

ACTION TAKEN: ☐ POLICE NOTIFIED. THEIR NO. _____ ☐ FILE CARDS MADE OUT _____
☐ OTHER _____ ☐ RECORDED

[illegible] TITLE

PLEASE FORWARD FOUR COPIES AS FOLLOWS:

WHITE — Maintenance & Operations Department
GREEN — Security Office
GOLDENROD — Insurance Department
BLUE — Property & Inventory
PINK — School File

No. _____

Date _____

NOTE: Please list names of all suspects and/or witnesses on reverse side of GREEN COPY ONLY.

GENERAL INFORMATION
(Answer ALL items)

SCHOOL _____

Date and time of incident _____

Was entry made into any part of the building? _____ Which Police Dept. was called? _____

Custodial hours necessary to clean up? _____ Name of investigator _____

Was Maintenance called? _____ Work Order Number assigned _____

_____ Willful damage _____ Theft _____ Carelessness Other: _____

SPECIFIC DETAILS OF LOSS OR DAMAGE (Where, What, and How) _____

MATERIAL AND EQUIPMENT STOLEN, DESTROYED, OR DAMAGED

No. of Items	NAME OF ITEM	DESCRIPTION (Model, Serial Number, etc.)	(CHECK ONE) Stolen	Destr.	Dam.	Purch. Year	Purchase Price

Person preparing report _____ Principal's Signature _____

BUS VANDALISM REPORT

School Bus No. _____ Bus Operator's Name _____

Type of Damage _____ Did incident occur on regular run? ____

To or from what school were students being transported? _____

Person preparing report _____ Principal's Signature _____

Figure 3-2. Property Incident Report

Source: Broward County Public Schools, Florida

NJDE 9084 (3/79)

NJS ID. 230004

VIOLENCE, VANDALISM AND DRUG ABUSE INCIDENT REPORT

COUNTY _____

DISTRICT _____

SCHOOL _____

CODE ☐☐ ☐☐☐☐ ☐☐☐ ☐☐
(To be completed by County Superintendent's Office)

PLEASE COMPLETE EVERY SECTION AND CHECK AS MANY ENTRIES AS APPROPRIATE

SDE USE ONLY

I. Where and When Incident Took Place (10-14 Blank)

A. Location Inside School Facility (1A (15))
1. ☐ Cafeteria 2. ☐ Classroom 3. ☐ Corridor 4. ☐ Gymnasium 5. ☐ Lavatory 6. ☐ Stairwell 7. ☐ Other location inside school

B. Location Outside School Facility (1B (16))
1. ☐ On district owned or contracted school bus 2. ☐ On public conveyance 3. ☐ On way to or from school (car or walking)
4. ☐ Outside school but on school grounds 5. ☐ Outside school but involved with school related activity

C. Time and Date of Incident
1. Approximate Time _____ AM PM (Circle) (1C (17))
2. ☐ After school hours 3. ☐ Before school hours 4. ☐ During school hours 5. ☐ Weekend or vacation (1C (18-23))
2. Date of Incident _____

II. Description and Cost of Vandalism

A. Vandalism Description (check all that apply) (IIA (24))
1. ☐ Glass breakage 2. ☐ Defacing property 3. ☐ Destruction of property 4. ☐ Other (describe) _____

B. Cost of Vandalism (estimate to the best of your ability) (IIB (25))
1. ☐ Under $50 2. ☐ $50-100 3. ☐ $100-500 4. ☐ $500-1,000 5. ☐ Over $1,000

III. Type of Incident (Check all that apply) (IIIA-B (25-27))

A. Arson
1. ☐ Attempted 2. ☐ Committed 3. ☐ False alarm

B. Assault with a Weapon
1. ☐ Attempted 2. ☐ Committed

C. Assault without a Weapon (IIIC-D (28-29))
1. ☐ Attempted 2. ☐ Committed

D. Battery
1. ☐ Fight 2. ☐ Group conflict (gang fight)

E. Bomb Offense (IIIE-F (30-31))
1. ☐ Attempted 2. ☐ Committed 3. ☐ False alarm

F. Breaking and Entering
1. ☐ Attempted 2. ☐ Committed

G. Damage to Property (indicate type of property) (IIIG-H (32-33))
1. ☐ Motor Vehicle 2. ☐ Personal 3. ☐ School

H. Drug Possession (indicate type of drug)
1. ☐ Alcohol 2. ☐ Marijuana 3. ☐ Other (specify below)

I. Drug Sale (indicate type of drug) (IIII-J (34-35))
1. ☐ Alcohol 2. ☐ Marijuana 3. ☐ Other (specify)

J. Drug Use (indicate type of drug)
1. ☐ Alcohol 2. ☐ Marijuana 3. ☐ Other (specify below)

K. Firework Offense (IIIK-L (36-37))
1. ☐ Attempted 2. ☐ Committed 3. ☐ Possession

L. Possession of a Weapon
1. ☐ Chain 2. ☐ Gun 3. ☐ Knife 4. ☐ Other (specify below)

M. Robbery/Extortion (IIIM-N (38-39))
1. ☐ Attempted 2. ☐ Committed

N. Sex Offense
1. ☐ Attempted 2. ☐ Committed

O. Theft/Larceny (IIIO-P (40-41))
1. ☐ Attempted 2. ☐ Committed

P. Trespassing
1. ☐ Onto school property 2. ☐ Into school facility

Q. Other Crime or Offense (describe) (IIIQ (42))
1. ☐ Attempted _____
2. ☐ Committed _____

(In this space, please specify all above categories checked as "other.")

IV. Description of Perpetrator(s) and Victim(s)

A. Position, Sex and Age of Perpetrator(s)
1. ☐ Staff 2. ☐ Student 3. ☐ Other (specify) _____ (IVA (43))
2. ☐ Male(s) Age(s) _____ (44)
3. ☐ Female(s) Age(s) _____ (45)

B. Position, Sex and Age of Victim(s)
1. ☐ Staff 2. ☐ Student 3. ☐ Other (specify) _____ (IVB (46))
2. ☐ Male(s) Age(s) _____ (47)
3. ☐ Female(s) Age(s) _____ (48)

V. Physical Injury to Perpetrator(s) and/or Victim(s)

A. Injury to perpetrator(s) (VA (49))
1. ☐ Yes (describe) _____
2. ☐ No

B. Injury to Victim(s) (VB (50))
1. ☐ Yes (describe) _____
2. ☐ No

VI. Action Taken (check as many as apply)

A. Complaint Filed with Police (VIA (51))
1. ☐ Filed by victim(s) 2. ☐ Filed by school district

B. School or District Level Action (VIB (52))
1. ☐ Expulsion was recommended 2. ☐ Suspension 3. ☐ Perpetrator disciplined by school authority (describe) _____
4. ☐ Other (describe) _____

C. No Action Taken (VIC (53))
1. ☐ Perpetrator not identified 2. ☐ Subject not apprehended

VII. Person Completing this Form (school employee only)

_____ Signature _____ Title _____ Date

Reviewed by Principal

_____ Signature _____ Date

Reviewed by Chief School Administrator

_____ Signature _____ Date

NEW JERSEY STATE DEPARTMENT OF EDUCATION/DIVISION OF OPERATIONS, RESEARCH AND EVALUATION

Superintendent's copy - Blue Principal copy - Canary Superintendent's copy - Pink
County Superintendent's copy - Green State Department of Education copy - White

Source: New Jersey State Department of Education

Course Agenda by Module

Course 5 - Security

Module 5.5 - Alternate Strategies for Smaller School Districts (Advanced Session)

Total Time 1 hour and 15 minutes

Module Summary

This module provides the outline for an advanced presentation for smaller school districts on security problems and solutions. Trainer should feel free to deviate from the outline in response to participant concerns.

Activity/Content Summary	Time
1. Introduction This module addresses security programming in small districts, with the aim of helping those districts generate and share low-cost strategies for improving security. A. Purpose B. Method of Presentation	5 min.
2. Definition of Primary Security Problems Participant examples of primary security problems in their districts will be recorded and categorized. A. Participants State Security Problems B. Record Problems C. Categorize Problem Areas	15 min.
3. Development of Strategies by Participants Participants will work in groups to develop strategies. Solutions will be recorded, and copies given to all participants. A. Groups Develop Strategies B. Record Solutions	30 min.
4. Developing a More Effective Organizational Structure Types of organizational structure are presented and problems are outlined. Discussion of how to effect changes in security is based on the group's experience.	10 min.

Activity/Content Summary	Time
5. Presentation of Strategies Specific strategies are presented for meeting security problems including linked security systems, local police involvement, community and student involvement programs, and staff development. A. Combining Forces to Solve Mutual Problems B. Use of an Answering Service to Report Problems C. Developing Low-Cost/No-Cost Alternatives	25 min.
6. Summary	

About the Module

Course 5 - Security

Module 5.5 - Alternate Strategies for Smaller School Districts
(Advanced Session)

Objectives

Participants will be able to--

1. List at least four cost-saving approaches to improving security in their schools

2. Recognize and prioritize security problems in their school districts for property protection as well as people protection

3. Develop internal strategies to better cope with and combat security problems common to smaller school districts

4. Identify available resources in the community which can be utilized in the building of a more comprehensive security program and use existent school personnel as contacts and liaison.

Description of Materials

Transparency

5.5.1 Transparency shows typical placements of security divisions in school districts' organizational structure.

Audiovisual Reference Materials

AT ISSUE: INVASION OF PRIVACY

A penetrating look at the numerous questions involved in using technological advances to eavesdrop and amass confidential records on citizens. Students gain an affective understanding of the problems involved by viewing real-life situations that lucidly demonstrate the invasion of young people's privacy. Ideas for resolving these problems are presented within a legal and historical framework.

Two color filmstrips w/2 cassettes and program guide
Rental Fee: $52
Distributor: Correctional Service of Minnesota
1427 Washington Avenue South
Minneapolis, MN 55454
Toll Free #: (800) 328-4737
Minnesota residents call
collect: (612) 339-7227

Not previewed by NSRN staff.

Course 5

Security

ACKNOWLEDGEMENTS

Modules 5.1, 5.2, 5.4 and 5.5 were written by Dr. Spencer Holland with ongoing review by Ms. Kamer Davis and writing/editorial assistance from Mr. Charles O'Toole.

Module 5.3 was written by Dr. Imre Kohn with the conceptual assistance of Mr. John Royall. Dr. Michael Murtha should be credited for the conceptualization and execution of the school floor plan. Mr. Charles O'Toole provided overall guidance and review.

Resource Request Form

Please send me the following *National School Resource Network* Resource Materials:

Name _____ **Phone** _____

Title _____ **School** _____

Address _____

(Street)

_____

(City) **(State)** **(Zip)**

Course Ref. I-D	*Title*	*No. Copies*